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ABSTRACT

This is a report of the first of three phases of a project to develop an education component for new careers within the Administration of Justice field. During this phase, four agencies agreed to participate: the Los Angeles County Probation Department, the Alameda County Probation Department, and the California State Departments of Corrections and Youth Authority. The primary accomplishment was the establishment of career ladders within the participating agencies with breakdowns by specific tasks of required knowledge and skills. There was an assessment of the climate of each agency for developing the necessary innovations, and program trends for the future were analyzed. Methodology included the use of a study group for each agency composed of three agency professionals, three preprofessionals (new careerists), and three clients of the system. (JK)

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DEVELOP NEW CAREERS LADDERS, WITH APPROPRIATE EDUCATION COMPONENTS, IN THE ADMINISTRATION OF JUSTICE

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September 18, 1969

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Oakland, California

July 31, 1969

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ADMINISTRATION OF JUSTICE GRANT NO. 0-8-080715-4645 (085)
J. DOUGLAS GRANT, PRINCIPAL INVESTIGATOR

SUMMARY

This is a project to develop an education component for new careers within the Administration of Justice field. Phase I, the results of which are reported here, was to establish career ladders within agencies able and willing to participate in the study.

The agencies which have agreed to participate are the Los Angeles County Probation Department, the Alameda County Probation Department, and the California State Department of the Youth Authority and Correction.

There has been an assessment of each of these participating agencies as to their climate for developing the necessary innovations. Job descriptions and career ladders, with breakdowns by specific tasks of required knowledge and skills, have been developed. Further, program trends for the future have been derived and analyzed for their required knowledge and skills.

A solid base has been prepared for Phases II and III which will develop and test a new education system over six schools and at least the four agencies already participating in the project.

INTRODUCTION

This project is to develop an education component for New Careers within the Administration of Justice field.* The new education delivery system starts with the third year of high school and runs through the first four years of college. It uses continued internship or work experience as a base for developing the systematic knowledge necessary for graduation from high school, then upper division college status, and eventually a bachelor of arts degree.

Phase I, the results of which are reported here, was to establish career ladders within agencies which were able and willing to participate in this study. The career ladders were to include job descriptions and designations of the skills and knowledge required for performance and promotion. In addition, the project was to review current publications and hold discussions with staff and clients concerning future functions to be performed by the Agency over the next decade.

Phase II will continue to clarify agency needs and abilities, but will concentrate on the education component of the model.

Phase III will run a demonstration of the developed system over six schools and at least four agencies which have agreed to participate in the study.

METHODS

The four large Administration of Justice agencies which have agreed to participate in the project are the Los Angeles County Probation Department, the Alameda County Probation Department, and the California State Departments of the Youth Authority and Corrections. These agencies are committed to linking their work experience with formal education. During Phase I, they have developed career ladders which make such linkage possible.

Besides to these four agencies, contact is being maintained with the Oakland Police Department and the Alameda County Legal Assistance Program. Thus far neither agency has developed career ladders which have sufficient integrity to allow their participation. The current status of the Oakland Police efforts are presented in the achievements section. (see pp.)

In addition to developing career ladders, discussions were held at all levels of management in each agency. These discussions were to create enough understanding and trust for the agencies to think with the project staff concerning future developments within the agency in particular and the administration of justice field in general. These discussions led to each agency establishing stratified study groups. Each group was composed of three agency professionals, three pre-professional (new careerists) and three clients of each system.

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*This project is indebted to the continuing assistance of the Career Development Unit of the Los Angeles County Personnel Department, the Career Opportunity Development Office of the California State Personnel Board, and the Oakland New Careers Development Agency, in addition to the participating agencies and the schools.

The agencies selected participants who they considered "idea" people as opposed to just "good company men" or even necessarily effective workers.

Two meetings, two and a half hours in length, were held with each study group in each agency. The majority of the members of the second meeting were identical with those who attended the first meeting. Occasionally, however, scheduling problems necessitated the use of replacements.

For the two State agencies separate study groups were conducted in San Francisco, Oakland, and Los Angeles. The following is the openended group interview outline which was used with the study groups:

1. What does it take to make an ideal probation (other agency) department?
2. What is your agency all about? Why probation (other agency)? What do you see as the function of this agency?
3. How does the present structure accomplish this?
4. What do you do?
5. What would you like to do?
6. What tasks need to be accomplished to meet present agency goals?
7. What skills need to be developed to carry out the tasks?
8. Develop a model agency program that could be used along with the present system as a new way of accomplishing the objectives? (What should be included in a model that would accomplish the objectives?)
9. How can we help one another to develop the model?
10. What role do you see the professional in the agency taking?
11. What role do you see the pre-professional (New Career enrollee) taking?
12. Where is this agency going in the next 5 years (10 years)?
13. Do you see changes taking place as the result of new careerists in the agency?
14. How do you feel about new careerists involvement?
15. What do you think about the client participating in the agency functions?
16. What kind of client participation would you recommend? Is this happening now?
17. How does incarceration of the client affect your agency's role?
18. What programatic ideas do you have for a client in lieu of incarceration?
19. What needs do you see regarding the involvement of the community in the function of your agency?

While conducting the study groups, project staff reviewed the publications of the Presidents Commission on Crime and Delinquency, the Office of Juvenile Delinquency, and the Joint Commission on Correctional Manpower and Training. Out of these publication reviews, study groups, discussions, and ladder development work, we have produced three products: First, an assessment of each participating agency as to its climate for developing the innovations required by this study; second, the job descriptions and career ladders with breakdowns by specific tasks of required knowledge and skills; and, third, the program trends for the future analyzed for their required knowledge and skills. These are the working documents with which we enter Phase II. (See Phase II Proposal, dated July 14, 1969.)

FINDINGS

Agency Climates: In each of the agencies prior to the invitation of this project there had been some attempt to develop sub-professional positions. The sophistication of the roles, the development of services for the client, the climate for the development of a new career staffing pattern, as well as the understanding of what new careers is and what potential it offers differed widely between agencies.

Probation

Alameda County: The professionals see themselves as very progressive people in a progressive probation department. This progressive image can be helpful in establishing a climate for agency change, and is very important not to damage this image. They brought in vocal and innovative people from the client group, but whenever one would indicate that the probation department was not really doing much in its present form there was a great deal of defensiveness. Also, they did not see the aide program as anything permanent. The attitude was that once the federal money ran out, there would be no way to keep the aides on. They made this known to the aides there. The aides were obviously insecure and afraid for their jobs. They were reluctant to say anything about the program for fear that it would get back to their line supervisors and cause them some trouble. Reassurances by the grade three deputy there did not reassure them enough to get them to open up. One aide, from the Richmond project, had been brought over and she was very helpful in analyzing the problems. While not completely adverse to new programs, they make it clear that they don't imagine giving up anything they now have for them. They would want additional money.

Los Angeles County: Rodeo Project: This project was very exciting and the people who worked there were obviously excited about it. They were not very interested in research. They thought people should spend their energies getting things done instead of just talking about it. They all felt that they had an excellent project; morale was very high. The aides liked what they were doing, but they did not have a career ladder. Only one of the aides saw this as a handicap. She felt that while they were taking courses, often they were not getting the units that would move them academically. The professionals were a bit defensive about the role of the professional and how it differed from that of a sub-professional. They all felt that they had something special to offer the program, but it tended to boil down to longer experience. However, there was a general consensus by the professionals that people should have B.A. degrees to be in their positions. The director of the program seemed to have thought it out much further, and she hoped to continue to refine and define roles. She was very firm about the necessity of having roles available to those who do not wish to progress above the aide level. She did not really say so, but I got the feeling that she also thought that if the aides got too interested in their own advancement they would forget the client, and at this point in time it was more valuable to have an aide dedicated to client service. This project showed potential for change and development if a concrete plan was offered which showed it could be more effective than what they had going on. While they were not interested in advancement for its own sake, they were interested in training, and were looking forward to better training models than they have now.

L.A. Camps: The top administration was anxious to have the camps involved in this research. While there was not new career or sub-professional staffing there, as such, it was felt that this was an ideal setting for developing it. The results were disastrous. There was no understanding of what we were talking about among camp staff. The reactions ranged from "anything done here can be done by a sub-professional, but we don't want the Board of Supervisors to find out." to "we will not be down graded again, it has taken us too long to gain professional standing." Since March, the Juvenile Halls in Los Angeles have introduced New Career aides. A research specialist in the Probation Department says that they have been widely accepted and a demand for more aide positions has been created.

Department of Corrections

State-wide: The state-wide administrative level of the Department of Corrections gave written and verbal assurances of the desire of that agency to develop new career staffing patterns throughout the Departments programs. Mr. Procunier wrote a letter to Mr. Grant authorizing the Department's participation and sent an administrative memo to all local agencies with whom New Careers Development Organization would be working asking for their cooperation in this project.

Subsequently Mrs. Milligan, Coordinator for the program, and Mr. Ontiveros, the Organization's Executive Director, attended two meetings in Sacramento. The first meeting was with the executive staff in the Department of Corrections and the second with training officers. At both meetings the new careers idea was generally accepted and the participants seemed enthusiastic about the development of new careers both within the institutions and in the field.

All of the top staff people in each of the local areas expressed interest in the research and in new careers. There was cooperation at this level for coming into the agency and setting up interviews.

Later in the year one of the state wide administrators expressed concern. He said that he had been very excited about the new career idea, but that it did not seem to be working well. He felt that there was no one within the department that was able to develop the overall kind of strategy that was necessary to make it work. He felt, on the other hand, that Los Angeles, had perhaps a better program than San Francisco or Oakland, which supposedly had the benefit of new career experts.

Los Angeles: The two group interviews held at the half-way house revealed the same complaints found elsewhere about the Department of Corrections and the professional verses new career enrollee problems. However, the aides appeared to feel that they had a future in the Department of Corrections, that they were respected as human beings, and that they shared responsibility for the success of the program with the professionals. There was a general distrust of the education of aides. They both wanted it and didn't. There was the fear of a loss of ability to communicate. This was a general concern expressed by both professionals and aides in many of the interviews.

Oakland: This was the most negative agency that was visited. The only positive notes came from the clients themselves. This was generally based on good experiences that they had with an individual Deputy Probation Officer. The professionals and the aides were very pessimistic about paroles as a system and the legitimate use of the aides. The aides had very low morale and this seemed to be enforced by the attitude that they got from their immediate supervisor. They were convinced that they could expect no help from Sacramento in solutions to their problems and that the greater part of the local agency was deliberately set out to destroy the program.

While each aide had somewhat different problems the general feeling was that they were not allowed to be useful and that nothing positive was coming from the new careers program. There was one exception to this, one of the aides felt that he was doing what he thought ought to be done even though it got him into a lot of trouble with his superivors. The climate in this agency was very bad, and one came away with a feeling that the best thing to do would be to start over again rather than try to repair the damage done in this initial program.

San Francisco: This program showed considerably more positive spirit than the Oakland program, but did not seem to be as together as the one in Los Angeles. This agency had mixed feelings about paroles as a system and about the use of aides. By 2nd large there was general agreement that paroles survelience operation was probably doing more harm than good. They were anxious to develop new kinds of services and to learn more about the community needs, but did not know where to start. They agreed (the parole agents and the parole aides) that the agency had not been prepared for a new career staffing pattern and that they were not making very good use of the aides. They seemed to think that this resulted in some agents wanting to do away with the program and the aides have low morale. Still they were hopeful that whatever this research project was that in the long run it would help. With all the problems they were anxious to cooperate with the reaearch and hoped that the results would be used in their agency.

Youth Authorities

State-wide: The research project was endorsed by the Director of CYA and he requested the cooperation of the local offices. CYA, on its own, had developed sub-professional programs and had trained their own wards to work within the system.

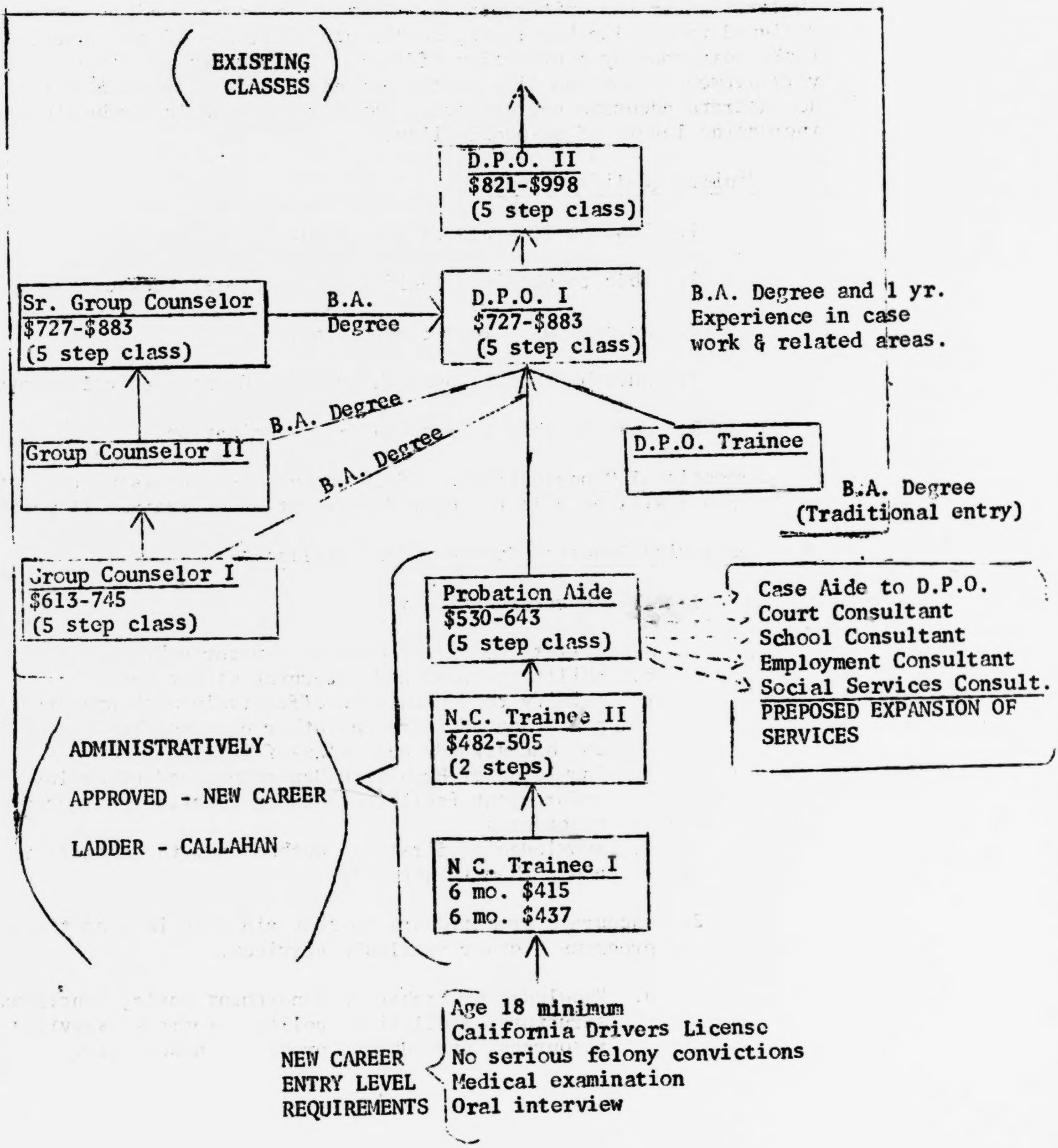
Oakland: The Oakland New Career Agency had recently become involved in the new career program and it was the new careerist from that program who participated in the interviews. Again, there seemed to be little preparation of the agency to take on new career type positions, but everyone seemed quite enthusiastic about the potential of the program. Here too, there was a feeling the agency was looking for direction and hoped that by cooperating with the research project they might reap some substantial benefits. The most outstanding thing about the attitude of the office was the adherence to traditional modes of treatment, case work and group work. There was little comprehension of the variety of community problems that exist which the CYA might be able to use for a more effective program. When the wards present brought up such ideas they were quickly passed over as being "impractical" and "not enough money to talk about that sort of thing."

There was little understanding how to use an aide, how to train him to be more effective, etc. The aides themselves seemed lost and without much understanding of what they should be doing. One aid was quite aggressive and seemed to be carving a role out for himself, but without much direction. He appeared to have good instincts and the agents were comfortable with him.

What follows are profiles of the job descriptions of the participating agencies. They include job characteristics, minimum qualifications, and promotional opportunities when that is known. Each job description includes a list of tasks followed by the knowledge and skills needed to perform each task.

ALAMEDA COUNTY PROBATION DEPARTMENT

CAREER LADDER


EXISTING CLASSES
D.P.O. II
$821-$998
(5 step class)
Sr. Group Counselor
$727-$883
(5 step class)
B.A. Degree
D.P.O. I
$727-$883
(5 step class)
B.A. Degree and 1 yr. Experience in case work & related areas.
B.A. Degree
Group Counselor II
B.A. Degree
D.P.O. Trainee
B.A. Degree (Traditional entry)
Group Counselor I
$613-745
(5 step class)
Probation Aide
$530-643
(5 step class)
Case Aide to D.P.O.
Court Consultant
School Consultant
Employment Consultant
Social Services Consult.
PREPOSED EXPANSION OF SERVICES
N.C. Trainee II
$482-505
(2 steps)
ADMINISTRATIVELY APPROVED - NEW CAREER LADDER - CALLAHAN
N.C. Trainee I
6 mo. $415
6 mo. $437
NEW CAREER ENTRY LEVEL REQUIREMENTS
Age 18 minimum
California Drivers License
No serious felony convictions
Medical examination
Oral interview

ALAMEDA COUNTY PROBATION

New Careers Trainee I

Job Characteristics: Will work in at least two of the three divisions of the Probation Department during the first year under the supervision of the unit-trainers. This is an entry level position designed to develop knowledge, skills and abilities of the specific tasks performed by a probation officer. Assignments to offices will vary between three and five months depending on the trainees' ability to demonstrate adequate performance. Tasks are phased in gradually with increasing levels of responsibility.

Minimum Qualifications:

1. Must be 18 years of age or older.
2. Able to obtain a California operators license.
3. No serious felony convictions.
4. Must be able to pass the alameda County Medical examination.
5. Must be able to pass an oral examination.

Promotional Opportunities: After one year's successful completion as Trainee I will be able to apply for promotion to Trainee II position.

Tasks with Required Knowledge and Skills:

1. Transport probationers.
    a. Ability to safety operate a motor vehicle
    b. ability to read and interpret street maps
    c. ability to communicate effectively with probationers, probation officers and other persons from many different backgrounds and walks-of-life.
    d. Knowledge of Probation Department and other law enforcement facilities--their location and reception procedures
    e. Knowledge of first aid methods and the ability to apply them if necessary
2. Encourage probationers to seek aid when in need through programs & other available services.
    a. Knowledge of Probation Department goals, functions, structure, facilities, policy, programs, services, resources, procedures, problems, needs, etc.

b. knowledge of community and probationer needs, problems, values, attitudes, behavior patterns, etc.

c. knowledge of community programs, resources and service agencies--their functions, procedures, location, and contact persons for information or follow-up

d. ability to communicate effectively with probationers, probation officers, professionals, businessmen, laypersons and other people from many different backgrounds and walks-of-life.

3. Assist probationers in reestablishing favorable community relationships.

   a. same items listed under task #2, plus

   b. interviewing skills

   c. office and telephone etiquette

4. Encourage probationers to attend group sessions.

   a. ability to communicate effectively with probationers

   b. ability to assist probationers in seeing the purposes and value of group meetings and the possible consequences of not attending

5. Participate in group sessions.

   a. knowledge of Probation Department and unit goals, functions, structure, policy, programs, services, procedures, resources, needs, problems, etc.

   b. knowledge of community and probation needs, problems, values, attitudes, behavior patterns and other norms

   c. ability to communicate effectively with both probation officers and probationers

   d. group participant skills

   e. knowledge of group dynamics and ability to assume leadership roles or exp[illegible] group process

6. Assist in individual counseling.

   a. same items listed under task #2, plus

   b. interviewing skills

   c. basic counseling techniques

7. Help develop placements & other living arrangements.

    a. same as task #3

8. Develop employment resources.

    a. same as task #3

9. Develop educational & vocational training resources.

    a. same as task #3

10. Develop community recreational resources.

    a. same as task #3

11. Facilitate neighborhood relations.

    a. same as task #3

12. Act as liaison staff with other community social services.

    a. same as task #3

13. Serve notices of hearings & subpoenas, and conduct "fact sheet" & victim interviews.

    a. same as task #1 and task #3, plus

    b. ability to organize; write and deliver summary reports to individuals and groups

14. Communicate with parents of juveniles on detention cases (supplemental to probation officers) and will conduct home evaluations; birth, residence & marriage verifications. In childrens cases, the trainee will get impressions and additional information from neighbors & supervise visits of those parents charged with neglect.

    a. same as task #1, task #2 and task #3

15. Offer supportive collateral contacts with the local police agencies, schools & employment agencies as well as other social service agencies.

    a. same as task #1, task #2, and task #3

16. Follow-up services such as getting parental approval for medical care & will spend considerable time in court observation and frequently be asked to attend inter-agency meetings.

    a. knowledge of probation department and unit goals, functions, structure, facilities and their location and function, program and their function, services, resources, problems, needs, procedures, etc.

b. office and telephone etiquette

c. interviewing skills

d. knowledge of community service agencies, programs, etc., their function, where they are located and contact persons for information or follow-up

e. ability to communicate effectively with individuals and groups both professional and lay from many backgrounds and walks-of-life

f. group participant skills

g. observation, listening and note-taking skills

h. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

Division of Institutions -

17. Trainee will assist institutional probation officers in all aspects of their assignments including the transportation of wards & the supervision of scheduled or special activities such as athletic & social events.

    a. same as tasks #1, #2 and #3, plus

    b. ability to supervise group activities--provide orientation and demonstrations, observe performance and behavior, maintain discipline and order, and provide individuals and the group with feedback on their actions and its consequences

18. Will be asked to contact parents of detained wards for purposes of communicating specific kinds of information such as court dates, visitation arrangements and will serve legal documents.

    a. knowledge of Probation Department and unit or facility goals, functions, structure, policy, programs, services, resources, needs, problems, etc.

    b. office and telephone etiquette

    c. ability to communicate effectively with persons from many different backgrounds and walks-of-life

    d. ability to operate a motor vehicle

   e. ability to read and interpret street maps

   f. knowledge of the functions, location, and contact person of local law enforcement and judicial agencies, courts, etc.

19. Will attend and observe staff meetings, "table", and counseling sessions.

   a. same as task #5

20. Asked to write observation reports as an assistant to the probation officer & will frequently be asked to help tutor wards with school assignments.

   a. observation and note-taking skills

   b. ability to effectively work and communite with probationers

   c. ability to organize, write and deliver presentations and reports to individuals and groups

New Careers Trainee II

Job Characteristics: The new careers trainee II will be assigned to a division of the Alameda County Probation Department during the full second year of the program. The assignment will be based on the trainee's demonstration of skills, interests and the needs of the Probation Department. Trainees will be expected to perform duties integrating tasks previously learned, and will be expected to demonstrate greater responsibility and comprehension of functions.

Minimum Qualifications:

1. Successful completion of one year as a trainee I.

2. Passing score on an oral and/or written examination.

3. Satisfactory completion of thirty-six quarter units during the first year.

Promotional Opportunities: After one year successful completion as a trainee II, the trainee will be able to take an examination for the position of Probation Aide (This position is currently being developed.) or Group Counselor I.

Tasks with Required Knowledge and Skills:

1. Assist Agency in discharging its responsibilities of rehabilitation & supervision.

a. knowledge of Probation Department and unit or facility goals, functions, structure, policy, facilities, programs, resources, procedures, problems, needs, etc.

b. knowledge of probationer and community organizations, problems, needs, values, attitudes, behavior patterns, and other norms

c. knowledge of local law enforcement and administration of justice agencies and facilities--their function, location and contact persons for information or follow-up

d. ability to work and communicate effectively with individuals and groups from many different backgrounds and walk-of-life

e. interviewing skills

f. group participant skills

g. knowledge of group dynamics and ability to assume leadership roles and expedite group process

h. individual and group counseling techniques

i. case--record keeping skills

j. observation, listening and note taking skills

k. ability to supervise probationer group activities

l. office and telephone etiquette

j. ability to operate a motor vehicle

k. ability to read and interpret street maps

l. ability ot organize, write and deliver presentations, proposals and reports to individuals and groups

2. Identify, contact, establish & maintain liaison with the wide range of public & private services.

a. knowledge of Probation Department and unit or facility goals, functions, structure, policy, programs, services, resources, procedures, needs, problems, etc.

b. knowledge of community and probationer problem, needs, resources, organizations, values, attitudes, and other norms

  c. knowledge of a wide range of public service agencies; their structure, function, referral process and contact person

  d. ability to work and communicate effectively with individuals from many different backgrounds and walks-of-life

  e. interviewing skills

  f. group participant skills

  g. office and telephone etiquette

  h. ability to operate motor vehicle, read and interpret street maps

  i. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

3. Act as a resource person for the Department and agencies with related interests.

   a. same as task #2, plus

   b. knowledge of where research and information can be obtained relating to crime and delinquency, delinquency prevention and control, rehabilitation, and other related areas

4. Assist client in determining appropriate service sources.

   a. knowledge of a wide range of public service agencies--their structure, function, referral process and contact person

   b. knowledge of community and probationers needs, problems, attitudes, values, etc.

   c. interviewing skills

   d. ability to communicate effectively with probationers

5. Maintain contact with the supportive service agencies to better serve the client population, the agency and related communities.

   a. same as task #2

6. Assist the community in both integrating the probationer/client and conveying to the agency areas of specific interest, dissatisfactions and suggestions.

   a. same as task #2

7. Provide for actual confrontation between concerned parties of diverse common interests & promote through such means the opportunity for problem solution, understanding, and and hence, change.

   a. same as task #3, plus

   b. ability to assume leadership in groups and expedite the group process

8. Maintain minimum supervision cases, processing Reciprocal Enforcement of Support Cases.

   a. same as task #1, less item "g", re: group dynamics, plus

   b. ability to organize and write letters and general correspondence

9. Maintain extended collateral contacts with community agencies, in relation to general case loads.

   a. same as task #2

10. Maintain informal probation cases, minimum supervision cases, & will also maintain extended collateral contact with community agencies related to these cases.

   a. same as task #1, plus

   b. knowledge of a wide range of public service agencies--their structure, functions, referral process and contact persons for information or follow-up

11. In investigation & supportive services, will be involved in extensive intake interviewing. Counsel wards and probationers regarding housekeeping, medical care & education. Make referrals when appropriate to various social service agencies.

   a. same as task #10, plus

   b. knowledge of standards and procedures of housekeeping

12. Written work in all aspects of field assignments will include field notes on supervision cases and three (3) and six (6) month case summaries. Also prepare "elementary" court reports.

   a. knowledge of formats and procedures for field notes, case summaries and court reports and the ability to organize, write and deliver such reports to individuals and groups

b. ability to determine and weigh relevant information, make logical inferences from it, and make critical decisions and reccommendations

c. ability to read, write and use language effectively

Assistant Probation Officer

Job Characteristics: The Probation Aid position is currently being developed as a result of initial experience and evaluation of the New Careers Trainee I and Trainee II posoitions. It is envisaged that Aides will serve as consultants in specific areas such as: case work, the courts, the schools, employment, and social services, etc. The Probation Aides function would be to work with specific clients and agents in relation to their areas of specialization--establishing liason between the Probation Department, wards and agencies in the community concerned with their respective areas. They would become thoroughly familiar with these outside agencies, establish working relationships with staff at various levels, bring representation from both agencies together to explore possibilities for cooperative programming, expedite coordination and communication between the Probation Department and such agencies, and expedite service delivery of these agencies for Probation Department wards. Federal support for the New Careers program will terminate while trainees are at this position and, through rotation of various speciality areas, it will serve as a holding position until Aides can meet the educational requirements of Deputy Probation Officer I.

Minimum Qualifications (possible):

1. One year successful completion as New Careers Trainee II or an equivalent combination of education, training and experience

2. Pass written and oral examination

Monthly Compensation:

$530-$643

Promotional Opportunities: From this position, Aides will be able to move horizontally into the Group Counselor I position or, after receiving a B.A. degree or an acceptable combination of education, training and experience, vertically into Deputy Probation Officer I position (the existing entry professional position).

Tasks with Required Knowledge and Skills:

1. Will serve as consultants in specific areas such as, case work, the courts, the schools, employment and social services, etc.

a. goals, objectives, functions, policy and procedures of both the Probation Department and agencies in his area of specialization; such as, the courts, the schools, employment, social services and case work

b. specific programs: their goals, functions, procedures, general effectiveness, problem areas, contact persons, etc., operating within agencies in his area of specialization

c. interviewing skills

d. awareness of the community: its problems, needs, resources, etc., in relation to area of specialization

e. knowledge of probationers attitudes, values, behavior patterns

f. ability to communicate effectively with professionals and probationers

g. ability to organize, write and deliver formal and informal presentations and reports to individuals and groups

h. ability to work with groups as a participant or in leadership roles

2. Work with specific clients & agents in relation to their areas of specialization - establishing liaison between the Probation Department, wards & agencies in the community concerned with their respective areas

   a. knowledge of probation department and unit or facility goals, structure, functions, policy, programs, services, resources, needs, problems, etc

   b. knowledge of community and probation problems, needs, values, attitudes, and other norms

   c. knowledge of public agencies, programs, resources, needs and problems in his area of specialization, such as, the courts, schools, employment, social services and case-work--their goals, functions, structure, referral process, contact persons, location, etc.

   d. knowledge of a wide range of public service agencies and their relationship to his area of specialization

   e. ability to communicate effectively with individuals and groups from many different backgrounds and walks-of life.

6. interviewing skills

7. counseling techniques

8. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

9. office and telephone etiquette

10. group participant and leadership skills

11. case-record keeping skills

3. Would become thoroughly familiar with these outside agencies, establish working relationships with staff various levels, bring representatives from both agencies together to explore possibilities for cooperative programming, expedite coordination and communication between the P.D. & such agencies, & expedite service delivery of these agencies for Probation Department wards

    a. same as task #2, plus

    b. program development skills: such, as, group expediting techniques; models, systems and flow charts; data handling methods; etc.

    c. knowledge based on research and experience of other programs which have been successful, general principles and assumptions underlying program development, etc.

Group Counselor

Job Characteristics: Under supervision, to be responsible for the care, custody, and welfare of a group of juveniles being detained or sheltered at a facility of the Probation Department, to supervise their behavior and activities; to initiate the rehabilitation process by giving guidance and counsel to juveniles; to plan recreational programs; and to do related work as required.

This is the entrance level in the Group Counselor series. Incumbents are assigned to a living unit where they are responsible for the care and custody of delinquent or non-delinquent juveniles and for maintaining a short-term counseling relationship with them relating to their group relationships, attitudes toward authority, behavior problems and social adjustment. Supervision is received from a Group Counselor II who provides guidance in custodial procedures, programming activities, and counseling matters, and who is responsible for the continuing operation of the unit. In the Boys' Division, supervision will also be received from a Senior Group Counselor who will oversee the security functions of the unit, coordinate the activity and movement of the units, and handle major emergencies and those matters requiring the use of disciplinary isolation.

Counseling, participation in the unit's program, and disciplinary functions distinguish Group Counselor I from Night Group Supervisors, whose duties are primarily custodial during the sleeping hours of juveniles in custody.

Minimum Qualifications:

Either I - Six months total experience (130 shifts) as a Group Counselor (Intermittent) or two years of experience as a Cottage Mother in the Alameda County service.

or II - Possession of a bachelor's degree from a recognized college or university.

or III - Completion of the twelth grade, AND

Two years of recent paid experience involving the organization, direction, or supervision of youth groups in a recreational or correctional setting,

or IV - Some acceptable combination of education and experience.

Promotional Opportunities: After one year's experience as a Group Counselor in Alameda County may apply for the position of Group Counselor II, and in some cases, if educational requirements are met may apply for Deputy Probation Officer I.

Group Counselor (Intermittent)

Job Characteristics: Under supervision, on a part-time basis, to be responsible for the care, custody, and welfare of a group of juveniles being detained or sheltered at a facility of the Probation Department; to supervise behavior and activities and to guide and counsel juveniles; and to do related work as required.

Group Counselors (Intermittent) perform essentially the same duties on a part-time basis as Group Counselors I do on a full-time basis. Incubents are on call to provide relief work during emergencies and during vacations and holidays. Incubents are assigned responsibility for the care and custody of juveniles and for maintaining short term counseling relationships with them in a living unit. Supervision is received in custodial and safety procedures, programming activities and in counseling matters from a Group Counselor II or a Senior Group Counselor who will oversee security functions, coordinate activities of several units and handle major emergencies or disciplinary problems.

Minimum Qualifications:

Either I - Graduation from high school and,

One year of recent, paid experience involving the organization, direction or supervision of youth groups in a recreational or correctional setting. (Current enrollment with at least sophomore standing in a recognized college or university may be substituted for the required experience.)

Or II - Some acceptable combination of education and appropriate experience.

Possession of a valid California Motor Vehicle Operator's License.

Applicants must be at least 21 years of age.

Promotional Opportunities: After six months of experience as a Group Counselor Intermittent may apply for a permanent position as Group Counselor with the Probation Department.

Tasks with Required Knowledge and Skills:

1. Observes conduct and behavior of juveniles and maintains order and discipline at all times; keeps the group occupied with constructive activities and imposes punishment when necessary, such as isolation in room or denial of privileges & reports the more severe disciplinary problems to the Senior Group Counselor for disposition.

    a. ability to work and communicate effectively with probationer youth groups

    b. knowledge of youth recreational activities and ability to organize and supervise them--provide orientation or demonstrations, observe and evaluate behavior and performance, maintain discipline and order, and provide individuals and the group with feedback on their behavior and the consequence of it.

    c. observation, listening and note-taking skills

    d. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

    e. knowledge of first aid methods and the ability to apply them if necessary.

2. Attempts to modify anti-social behavior and assist detainees in adjusting to the institutional living by individual and group counseling; counsels on personal problems, such as relationship with peers, school difficulties, & employmennt opportunities; teaches & encourages good manners, sportsmanship, and proper attitudes towards work, play & citizenship; conforts upset & disturbed juveniles

   a. knowledge of institutional climate and culture, both staff and inmate, degree of trust and communication, values, attitudes, behavior patterns, how inmates view certain programs and activities, problems, needs, grieviences, etc.

   b. ability to communicate and work effectively with youth groups

   c. knowledge of various sports and recreational activities and their procedures, social etiquette, proper manners, the "world of work and what is expected from the employee", etc.

   d. interviewing skills

   e. individual and group counseling techniques

   f. how to read and interpret social summaries, case-histories, etc.

   g. case-record keeping skills

   h. ability to organize and supervise youth group activities--provide orientation and demonstrations, maintain order and discipline, observe and evaluate behavior and provide individuals and the group with feedback on their behavior and the consequences of it

3. Maintains proper living standards & health habits by instructing in personal hygiene, by overseeing daily routine hygienic practices, by checking for & reporting illness, by giving medications ordered by doctor & by supervising juveniles at meals.

   a. knowledge of hygienic practices, symptons of common illness, how to take temperatures, administer first aid, etc.

   b. ability to communicate effectively with inmates

   c. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

   d. knowledge of institutional policy and procedures Re: personal hygiene, illness living habits, etc.

4. Checks on the security & safety of the units at all times; inspects windows, keeps doors locked when not in use, keeps count of all juveniles in the unit, and is constantly alert for attempts to escape.

    a. knowledge of institutional policy and procedures Re: safety, security, counts, escape attempts, etc.

    b. observation and listening skills

5. Organizes or supervises, under the direction of a supervisor, leisure time activity, such as games, athletics, and crafts and encourages participation; instructs in the rules of various games & in craft methods; referees games & organizes tournaments.

    a. knowledge of institutional policy, resources, needs, problems, procedures of use of leisure time

    b. knowledge of rules and/or procedures of various sports, games, and other leisure time activities

    c. ability to communicate and work effectively with youth inmate groups

    d. ability to organize and supervise group leisure time activities--provide orientation, instruction and demonstrations, observe and evaluate behavior and performance, maintain order and discipline, referee or umpire, and provide individuals and the groups with constructive criticism and feedback on their behavior and performance

    e. observation, listening and note-taking skills

    f. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

6. Prepares observation reports on juveniles' attitudes, behavior, appearance, interests, skills, progress, & needs; maintains progress reports for use within the Hall; keeps the unit log up-to-date.

    a. knowledge of institutional policy, procedures and formats for unit log, observation reports, progress reports, activity reports, etc.

    b. observation, listening and note-taking skills

    c. interviewing skills

    d. ability to communicate effectively with youth

e. knowledge of institution climate and culture, both staff and inmate, problems, needs, values, attitudes, how they view certain programs and activities, grieviences, and other norms

f. knowledge of institutional programs, activities, resources, needs, problems, etc., their departments

g. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

7. Assists in the admitting and releasing operation; performs necessary booking & record work, registers and stores personal belongings, searches for weapons or other contraband articles, weighs and measures detainees, checking for marks, bruises, and infection; outfits them with clothing & instructs on Juvenile Hall regulations and routines.

   a. knowledge of institutional policy and procedures Re: admission and release, rules and regulations, disciplinary action, forms and reports, etc.

   b. ability to communicate effectively with you

   c. interviewing skills

   d. ability to write reports and fill in standard forms correctly and legibly

8. May transport juveniles between Juvenile Hall & the Reception Center or County hospitals for court appearances or medical appointments; may act as motorized watchman patroling Probation Department facilities during the evening hours.

   a. knowledge of probation department facilities, their functions, location, contact persons for reception or specifi information or services

   b. knowledge of the functions, local and contact persons in local law enforcement and administration of justice agencies

   c. ability to operate a motor vehicle

   d. ability to read and interpret street maps

   e. ability to communicate effectively

   f. knowledge of institutional policy and procedures Re: custody, escape, patroling, etc.

Deputy Probation Officer Trainee

Job Characteristics: Under close supervision in a training capacity, to learn the fundamentals of probation work; to attend lectures and classes and make field visits; to assist in investigating and supervising a limited number of probation cases; and to do related work as required.

This trainee class is designed to facilitate the recruitment, orientation, and training of persons for probation work. Trainees become familiar with departmental policy, procedures, and methods, and are required to evince a high degree of aptitude for probation work and, interest in it. Periodic evaluations of their performance are made and discussed with them.

Minimum Qualifications:

Either I - Possession of a bachelor's degree from a recognized college or university preferably with specialization in one of the social sciences.

or II - Some acceptable combination of education and experience.

Twenty-one (21) years of age

Possession of an automobile may be required

Good driving record and ability to qualify as an insurable automotive risk.

Willingness to perform work requiring irregular hours

Promotional Opportunities: Upon completion of the program, incubents of positions in this class may qualify by competitive examination for positions in the next higher class, Deputy Probation Officer I. Incubents of positions in this higher class perform at the journeyman level in a variety of assignments involving adult and juvenile offenders, children's cases, and foster home placements.

Tasks with Required Knowledge and Skills:

1. Attends organized training sessions and makes field visits to become familiar with the principles, practices, and theory of probation & of the functions of the Probation Department.

   a. ability to operate a motor vehicle

   b. ability to read and interpret street maps

   c. observation, listening and note-taking skills

   d. ability to communicate effectively

   - e. group participant skills

2. Reads assigned material & takes examinations to acquire and demonstrate knowledge of pertinent codes & laws, the principles of probation work, & departmental functions, organization and rules.
   - a. ability to read and write effectively
   - b. knowledge of terminology and concepts of the behavioral sciences and the ability to obscure, interpret and express behavior in these terms and frameworks
   - c. test-taking skills
   - d. study habits

3. Observes, assists in, and makes investigations of alleged juvenile offenses; interviews juveniles & their associates, parents, & interested parties; develops interviewing and case work skills.
   - a. knowledge of Probation Department policy and procedures Re: juvenile investigation
   - b. ability to communicate effectively with juveniles, their parents, professionals, business men and other people from many different backgrounds and walks-of-life
   - c. basic interviewing principles
   - d. observation, listening and note-taking skills
   - e. knowledge of case-record keeping methods
   - f. ability to organize, write and deliver presentations, proposals and reports

4. Observes & assists in supervision of offenders to attain skill in counseling, developing effective relationships, interpreting the conditions of probation, ascertaining the need for referral to other agencies, and other aspects of probation work.
   - a. knowledge of Probation Department goals, functions, policy, structure, program, services, resources, needs, problems, etc.
   - b. knowledge of local law enforcement and judical agencies and facilities, their functions, location and procedures

   c. knowledge of community public service agencies, their functions, referral process, contact persons, and location

   d. basic interviewing skills

   e. basic counseling methods, principles and assumptions

   f. observation, listening and note-taking skills

   g. office and telephone etiquette

   h. ability to communicate effectively with juveniles, probation officers, other professionals and other persons from many different backgrounds and walks-of-life

5. Observes counseling techniques used with foster home parents and court wards.

   a. knowledge of basic principles, assumptions and methods of individual and group counseling

   a. observation, listening and note-taking skills

6. Participates in Juvenile Hall activities: assists counselors, observes detainees, and becomes familiar with the operation of the facility.

   a. observation, listening and note-taking skills

   b. interviewing skills

   c. group participant skills

7. Prepares investigation and supervision reports to develop verbal skills & to describe offender, circumstances of his offender, circumstances of his offense, & his social history, & assists in developing recommendations to the Juvenile Court.

   a. knowledge of basic concepts and terminology of the behavioral sciences and the ability to observe, identify and interpret behavior in such terms and frameworks

   b. knowledge of case-record keeping methods

   c. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

   d. observation, listening and note-taking skills

8. Assists in the delivery of legal documents, transportation of juveniles, & in arranging for medical, psychiatric, and psychological consultation.

   a. knowledge of Probation Department policy and procedures Re: delivery of legal documents

   b. knowledge of the functions, location and referral procedure of public service agencies

   c. ability to communicate effectively

   d. office and telephone etiquette

   e. ability to operate a motor vehicle

   f. ability to read and interpret street maps

9. Confers with supervisor & departmental training officer regarding his professional progress, ability, capacity, and interest in the field.

   a. ability to communicate effectively

   b. listening and note-taking skills

   c. ability to accept criticism constructively

Deputy Probation Officer I

Job Characteristics: Under general supervision, to make investigaations and prepare recommendations to the courts in cases involving alleged offenses by adults or juveniles or against children, or in child custody disputes; to supervise adult or juvenile probationers or court wards and to aid in their social rehabilitation; to represent the Probation Department in court, institutions, foster homes, and community agencies; and to do related work as required.

Positions in this journeyman-level probation officer class are assigned to various departmental functions such as investigation, field or camp supervision, or placement. Such assignments are changed to meet departmental need or when an incumbent shows competence and strong interest in a particular work area. Positions in this class are filled by incumbents from the next lower class, Deputy Probation Officer, Trainee, or are recruited from related fields and are expected to assume journeyman duties within a reasonable period. Cases which are likely to respond to intensive counseling, or which are particularly complex and involve delicate public contact ordinarily are assigned to incumbents of the next higher class, Deputy Probation Officer II.

Supervision is received from either a Senior Probation Officer or Unit Supervisor and varies from close inspection of work produced to general review of cases. Casework conferences are held regularly in order to discuss problems of cases being carried. Some cases which develop aspects may be discussed with the highest administrative officers of the department.

Minimum Qualifications:

Either I - Successful completion of the Deputy Probation Officer, Trainee program conducted by the Alameda County Probation Department,

or II - Graduation from an accredited college or university preferably with major work in one of the social sciences, and,

One year of full-time paid experience in social or correctional casework or in social, recreational, or correctional group work.

or III - Some equivalent combination of education and similar experience.

Twenty-one (21) years of age

Possession of an automobile may be required.

Good driving record and qualification for automotive insurance.

Willingness to perform work requiring irregular hours.

Tasks with Required Knowledge and Skills:

1. Interviews defendent, relatives, acquaintances, witnesses, complainents, and others to determine attitude toward & nature of offense, personal & social adjustment, school, family & work histories, living & financial circumstances, in the life of the defendant.

   a. knowledge of Probation Department and unit goals, functions, structure, policy, programs, procedures, resources, needs, etc.

   b. knowledge of community and probationer needs, problems, values, attitudes, etc.

   c. ability to communicate effectively with persons from many different backgrounds and walks-of-life

   d. interviewing skills

e. office and telephone etiquette

f. counseling techniques

g. case-record keeping skills

h. knowledge of basic concepts and terminology of the behavioral sciences-human development, personality, criminology, etc., and the ability to identify and interpret behavior in such terms and frameworks.

i. ability to organize; write and deliver presentations to individuals and groups

j. ability to operate a motor vehicle

k. ability to read and interpret street maps

2. Contacts employers, public officers, & social agencies to verify prior arrest or delinquency history, employment record, school adjustment, marital, medical & financial status, & the legal situation of the defendant.

   a. knowledge of Probation Department and unit goals, structure, functions, policy, programs, resources, procedures, etc.

   b. knowledge of community and probationer needs, problems, values, attitudes, etc.

   c. knowledge of the native, and contact persons in various law enforcement, administrations of justice and social service agencies in the community

   d. office and telephone etiquette

   e. interviewing skills

   f. ability to organize, write and deliver reports to individuals and groups

   g. ability to operate a motor vehicle

   h. ability to read and interpret street maps

3. Confers with supervisor to develop a rehabilitation plan and arrive at a decision to dismiss the case or proceed in court, & to receive guidance in planning, investigating, & referring cases.

   a. knowledge of Probation Department and unit goals, structure, policy, functions, programs, procedures, resources, needs, etc.

   b. knowledge of community and probationers needs, problem. values, attitudes, etc.

   c. knowledge based on research and experience of kinds of rehabilitation strategies, kinds of offenders and the most appropriate matching of strategies and offenders.

   c. knowledge of the police, court and correctional systems and the penal code

   d. office and telephone etiquette

   e. interviewing skills

   f. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

4. Prepares case & court reports describing the offender, his life situation, the offense, statements of the principals & the recommended plan for rehabilitation or dismissal & testifies in court as required.

   a. same as task #3, plus

   b. case-record keeping skills

5. Maintains case records & prepares periodic reports summarizing work performed.

   a. case-record keeping skills

   b. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

   c. ability to look critically at his own performance, progress and problems

6. Files petitions, serves subpoenas, obtains medical treatment permits and clothing for children, locates parents of abandoned children & transports offenders & court wards.

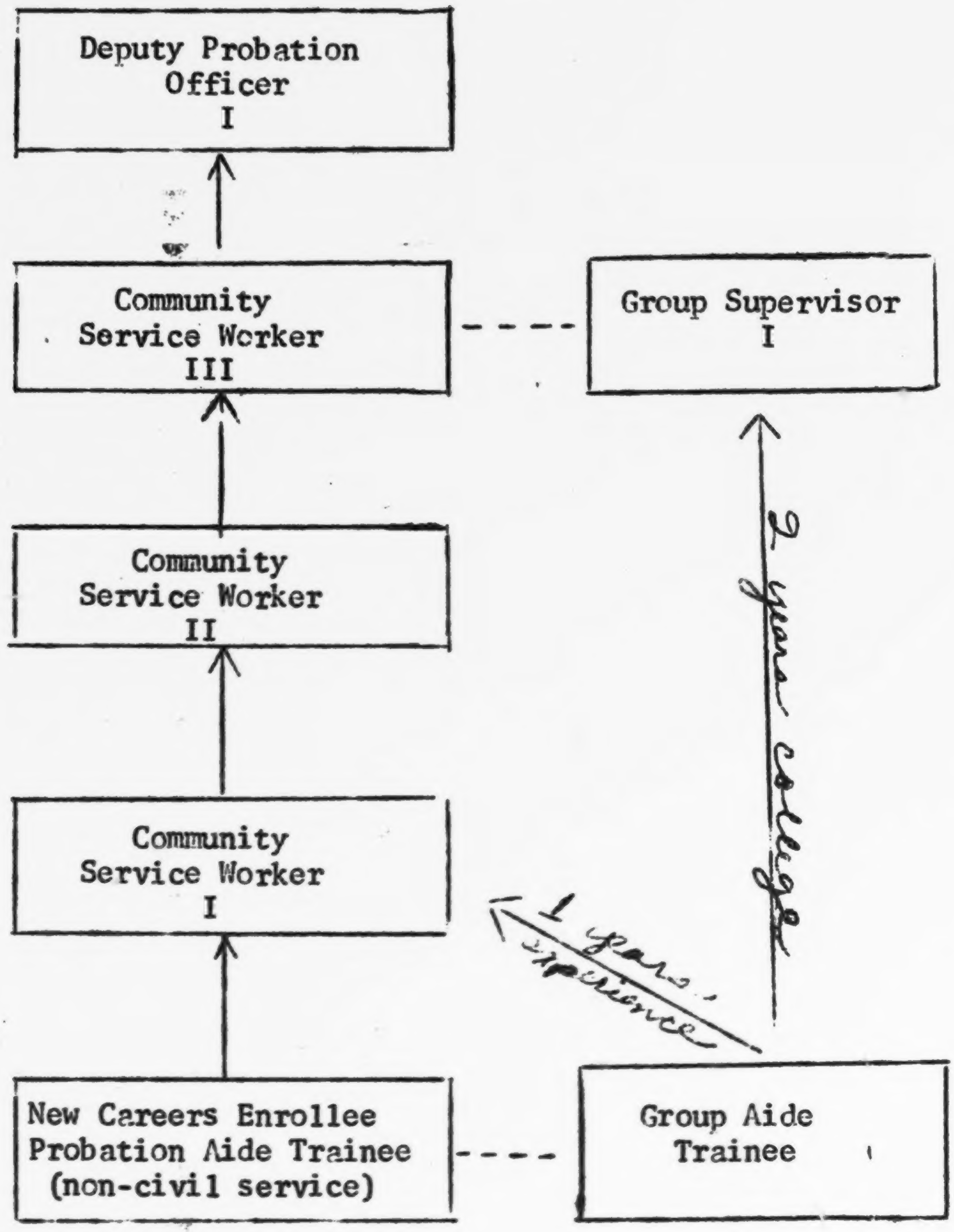
   a. same as task #2.

7. Interviews clients; explains nature & conditions of probation, schedules subsequent contacts & arranges for referral.

   a. same as task #2

LOS ANGELES COUNTY PROBATION DEPARTMENT

CAREER LADDER


Deputy Probation Officer I
Community Service Worker III
Group Supervisor I
Community Service Worker II
Community Service Worker I
2 years college
1 years experience
New Careers Enrollee Probation Aide Trainee (non-civil service)
Group Aide Trainee

LOS ANGELES COUNTY PROBATION

Probation Aide Trainee

Job Characteristics: This is not a civil service classification. Under supervision of a Deputy Probation Officer or Supervising Deputy Probation Officer will assist in a wide variety of sub-professional tasks related to probation cases.

Minimum Qualifications: None, but exhibits an aptitude toward training for the position, plus willingness to supplement on-the-job training with formal remedial study courses and other educational process as determined by applicants qualification, skills, and previous work history.

Promotional Opportunities: After one year's successful completion at this level may be eligible for either the Community Worker I or the Community Worker II classification.

Tasks with Required Knowledge and Skills:

1. Complete routine tasks and gather specific factual information for the purpose of assiscing the Deputy Probation Officer in carrying out his supervision & investigation responsibilities.
    - a. knowledge of Probation Department and unit goals, functions, structure, policy, program, procedures, resources, etc.
    - b. ability to communicate effectively with persons from many different backgrounds and walks-of-life
    - c. office and telephone etiquette
    - d. ability to operate a motor vehicle
    - e. ability to read and interpret street maps
    - f. knowledge of locations, contact persons and procedures for gathering information from various sources
    - g. interviewing skills
2. Under the direction of the Deputy Probation Officer: will verify residences; serve legal papers; process institutional releases; arrange transportation; verify case data; locate clients; obtain reports and files from other offices or agencies; perform clerical duties incidental to case management.

a. same items as those under task #1, plus

b. knowledge of filing system and ability to file and retrieve information from files

c. knowledge of case record recording procedures

d. ability to organize and write reports

3. Accompany probationers to other agencies, such as the Bureau of Public Assistance, & assist probationers in obtaining services required.

   a. knowledge of Probation Department and unit goals, functions, structure, policy, programs, procedures, resources, etc.

   b. knowledge of community and probationer needs, problems, values, attitudes, etc.

   c. ability to communicate effectively with persons from many different backgrounds and walks-of-life

   d. knowledge of location, nature, referral process and contact person in various local public service agencies

   e. interviewing skills

   f. office and telephone etiquette

   g. ability to operate a motor vehicle

   h. ability to read and interpret street maps

4. Assist Probation Aides in recruiting community residents for various supportive programs, such as community improvement projects, tutors, adult sponsors, & foster homes.

   a. same as task #3 with the exceptance of item "d", plus

   b. ability to organize, write and deliver written and verbal presentations to individuals and groups

5. Assist Probation Aides in instruction of parents in homemaking and child care.

   a. knowledge of community and probationers needs, problems, values, attitudes, etc.

   b. knowledge of homemaking and child care methods

   c. ability to communicate effectively with persons from many different backgrounds and walks-of-life

   d. ability to organize, write and deliver written and verbal presentations to individuals and groups

   e. ability to work effectively as a member of a team

6. Make follow-up contacts with clients to assure compliance with Deputy Probation Officer instructions, such as working, attending school regularly, maintaining sobriety, or observing curfew laws.

   a. same as task #3

7. Participate in staff meetings and inservice training activities.

   a. group participant skills

   b. listening skills

   c. note-taking skills

   d. ability to cmmunicate effectively

   e. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

8. Develop, with supervisor, educational plan involving educational courses. Implement this plan, partly on County time and partly on own time.

   a. knowledge of individual academic strengths, weaknesses, easy and difficult subjects

   b. knowledge of prospective career ladder - job descriptions and required knowledge and abilities in order to perform at an acceptable level.

   c. knowledge of Probation Department policy and procedure in relation to educational development

   d. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

9. Help the probationers to recognize and acquire the manners, behavioral requirements, and basic information necessary for effective re-entry into the opportunity structure.

a. knowledge of Probation Department and unit goals, functions, structure, policy, programs, procedures, resources, etc.

b. knowledge of community and probationer needs, problems, resources, strengths, values, attitudes, etc.

c. ability to communicate effectively with persons from many different backgrounds and walks-of-life

d. interviewing skills

e. knowledge of counseling techniques

f. knowledge of nature, referral process, location and contact persons of local public service agencies, educational institutions, employment sources, etc.

Group Aide Trainee

Job Characteristics: Under supervision of a Deputy Probation Officer or Supervising Deputy Probation Officer assist in a wide variety of sub-professional tasks related to probation cases.

Minimum Qualifications: None, but exhibits an aptitude toward training for the position, plus a willingness to supplement on-the-job training with formal remedial study courses and other educational processes as determined by applicants qualifications, skills and previous work history.

Promotional Opportunities: (1) Community Service Worker I upon Completion of one years experience as Group Aide Trainee. (2) Group Supervisor I upon completion of two years of college.

Tasks with Required Knowledge and Skills:

1. Complete routine tasks & gather specific factual information for the purpose of assisting the Deputy Probation Officer in carrying out his supervision and investigation responsibilities.

    a. same as "Probation Aide Trainee": task #1

2. Under the direction of the Deputy Probation Officer: process institutional releases; arrange transportaion; verify case data; obtain reports & files from other offices or agencies and perform clerical duties incidental to case management.

    a. same as "Probation Aide Trainee": task #2

3. Participate with Deputy Probation Officer in group discussions and activities with young probationers.
    a. knowledge of Probation Department and unit goals, functions, structure, policy, programs, procedures, resources, etc.
    b. knowledge of community and probationer needs, problems, values, attitudes, etc.
    c. ability to communicate effectively with persons from many different backgrounds and walks-of-life
    d. group participant skills
    e. listening skills
    f. interviewing skills
    g. knowledge of group counseling techniques
    h. ability to assume leadership and work effectively with groups of probationers
4. Assist Probation Aide in recruiting community residents for various supportive programs, such as community improvement projects, tutors, adult sponsors, and foster homes.
    a. same as "Probation Aide Trainee": task #4
5. Make follow-up contacts with clients to assure compliance with Deputy Probation Officer instructions.
    a. same as "Probation Aide Trainee": task #6
6. Participate in staff meetings and in-service training activities.
    a. same as "Probation Aide Trainee": task #7
7. Develop with supervisor, educational plan involving educational courses. Implement this plan, partly on County time and partly on own time.
    a. same as "Probation Aide Trainee": task #8
8. Help young probationers to recognize and acquire the manners, behavioral requirements, and basic information necessary for effective re-entry into the opportunity structure.

a. same as "Probation Aide Trainee": task #9

Community Worker I

Job Characteristics: Assists professional staff in implementing community programs designed to prevent delinquency or to correct community conditions contributing to delinquency and lack of economic opportunity; works within a well defined geographical or program under close supervision and receives training in the technical skills and knowledge needed to implement such programs. This is a Civil Service classification.

Minimum Qualifications: Completion of one year in a recognized County training program in community health or social services.

California Class #3 Driver's License may be required.

Promotional Opportunities: After one year's successful completion as a Community Worker I is eligible for promotion to Community Worker II and Social Service Aide II in county employment.

Tasks with Required Knowledge and Skills:

1. Assists in facilitating communication between the agency and the community by clarifying agency policies and programs to community residents and groups and conveying community cultural patterns and attitudes to agency professional staff.

    a. knowledge of Probation Department and unit goals, functions, structure, policy, rpograms, procedures, resources, etc.

    b. knowledge of community and probationer needs, problems, values, attitudes, etc.

    c. knowledge of community organizations, groups, formal and informal leaders, etc.

    d. ability to communicate effectively with persons from many different backgrounds and walks-of-life

    e. ability to organize, write and deliver presentations, proposals and reports to individuals and groups both professionals and non-professionals

2. Assists community residents or groups in recognizing home, family, or community conditions contributing to delinquency, lack of economic opportunity, or related problems and in working toward correcting these conditions.

a. knowledge of Probation Department and unit goals, functions, structure, policy programs, resources, procedures, needs, rpoblems, etc.

b. knowledge of community and probationer needs, problems, values, attitudes, etc.

c. knowledge of factors which contribute to crime, delinquency, poverty, social disorder and other social and community problems

d. knowledge of community and organizational dynamics, the process of change and effective strategies for planned change

e. ability to communicate effectively and work with individuals and groups - both professional and non-professional, youth and adult, representatives of the established "ins" and disinfranchised "outs".

f. group participant skills

g. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

h. knowledge of community resources, public service agencies, funding sources, interest groups, etc.

3. Provides information to individuals or groups regarding existing community resources such as public assistance, health services and legal aid.

   a. knowledge of community resources, such as, public assistance, health services, employment services, educational institutions, anti-poverty and other federal programs, local organizations, interest groups, legal aid, etc.

   b. ability to communicate effectively to persons from many different backgrounds and walks-of-life

   c. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

4. Prepares written or oral reports on field activities.

   a. ability to organize, write and deliver reports to individuals and groups

5. May gather and compile information, through informal contacts or formal surveys, on community needs, ethnic distribution, existing community resources, etc.

  a. ability to communicate effectively with persons from many different backgrounds and walks-of-life

  b. interviewing skills

  c. knowledge of the location, contact persons, type of information and procedures for obtaining information from various data sources

  d. ability to prepare charts, graphs, histograms and other visual displays of data

  e. ability to perform routine statistical manipulations, such as determining means, mediams, modes, percentiles, etc.

  f. ability to organize, prepare and deliver descriptive reports to individuals and groups

  g. knowledge of basic mathmetics - addition, subtraction, multiplication, division, percentile, fractions, ratio and proportion, etc.

  h. ability to operate a motor vehicle

  i. ability to read and interpret street maps

6. May work with professional staff as part of a casework team and perform assigned duties in carrying out a case plan.

  a. knowledge of Probation Department and unit goals, functions, structure, policy, programs, procedures, resources, etc.

  b. knowledge of case record keeping methods

  c. ability to communicate effectively with persons from many different backgrounds and walks-of-life

  d. knowledge of community and probationers needs, problems, values, attitudes, etc.

  e. knowledge of social and community problems such as crime, delinquency, poverty, social disorders, etc., and their casual factors

  f. knowledge of community resources such as public service agencies, local clubs, organizations, interest groups, federal programs, etc.

  g. interviewing skills

h. counseling techniques

i. ability to organize and supervise youth groups and recreational activities

j. knowledge of treatment strategies and which strategies are most effective for different kinds of individuals

k. ability to operate a motor vehicle

l. ability to read and interpret street maps

m. office and telephone etiquette

n. group participant skills

o. ability to organize, write and deliver presentations, proposals, and reports to individuals and groups

7. May participate, under close professional guidance and supervision, in group counseling or group therapy.

    a. knowledge of Probation Department and unit goals, functions, structure, policy program, procedures, resources, etc.

    b. knowledge of community and probationer needs, problems, values, attitudes, etc.

    c. knowledge of group counseling methods

    d. group participant skills

    e. listening skills

    f. ability to communicate effectively with persons from many different backgrounds and walks-of-life

8. May be assigned to develop and work with small neighborhood groups or projects designed to work toward the solution of individual or community problems.

    a. same as task #2

Community Worker II

Job Characteristics: This is a civil service class. Participates with professional staff in implementing community programs designed to prevent delinquency or to correct community conditions contributing to delinquency and lack of economic opportunity; works within a well defined geographical or program area.

Minimum Qualifications: One year's experience at the level of Community Worker I. California Class 3 Driver's License may be required.

Promotional Opportunities: After one year's successful completion at this level may be eligible for promotion to Community Worker III.

Tasks with Required Knowledge and Skills:

1. Establishes and maintains contact with community residents, facilitating communication between the agency and the community by interpreting agency policy and programs to community residents and groups and conveying community cultural patterns and attitudes to agency professional staff.

   a. same as "Community Worker I": task #1

2. Assists community residents or groups to recognize home, family, or community conditions contributing to delinquency, lack of economic opportunity or related problems and to become motivated to work toward correcting these conditions.

   a. same as "Community Worker I": task #2

3. Contacts community residents, businessmen, and community leaders and speaks before community organizations to enlist support and assistance for programs and groups in the community.

   a. same as task #2, plus

   b. office and telephone etiquette

   c. ability to operate a motor vehicle

   d. ability to read and interpret street maps

4. May assist in the development and organization of community groups concerned with delinquency prevention and community improvement.

   a. same as task #3, plus

   b. ability to assume leadership, organize and coordinate group activities

   c. group expediting skills

   d. knowledge of program development methods

5. May provide close supervision of delinquent minors and group or individual counseling of minors and their families in order to correct individual or family conditions leading to delinquency.

    a. same as "Community Worker I": task #6

Community Worker III

Job Characteristics: This is a civil service class. Participates responsibly with professional staff, through contacts with community leaders and groups, employers, volunteers, and other agencies, in developing and implementing community programs designed to prevent delinquency or to correct community conditions contributing to delinquency and a lack of economic opportunity; works within a defined geographical or program area.

Minimum Qualifications: One year's experience at the level of Community Worker II. California Class 3 Driver's License.

Promotional Opportunities: With the attainment of a college bachelor's degree eligible for promotion to Deputy Probation Officer I. With a college Associate of Arts degree may be eligible for Group Supervisor I.

Tasks with Required Knowledge and Skills:

1. Participates responsibly with professional staff in developing and implementing programs designed to combat conditions contributing to delinquency, lack of economic opportunity, or other community problems.

    a. knowledge of Probation Department and unit goals, functions, structure, policy, programs, procedures, resources, needs, problems, etc.

    b. knowledge of community and probationer needs, problems, values, attitudes, etc., and awareness of factors contributing to these

    c. knowledge of community resources; such as, public services agencies, community groups and organizations, professional and interest groups, federal programs, self-help groups, etc.,--their function, location and contact persons

    d. ability to communicate effectively with persons from many different backgrounds and walks-of-life

    e. group participant skills

f. group expediting skills

g. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

h. ability to organize, supervise, or take leadership in group activities both youth and adult, professional and nonprofessional

i. knowledge of program development methods

j. office and telephone etiquette

k. knowledge of community and organizational dynamics

l. knowledge of social action theory and strategies

2. Assists community leaders and groups within a defined geographical area, in recognizing and evaluating community conditions contributing to delinquency and lack of economic opportunity and stimulate community action toward combating these conditions.

   a. same as task #1

3. Coordinates the development of community resources toward the solution of problems of employment, housing, education, health, or social adjustment and the dissemination of information regarding such resources.

   a. same as task #1

4. Assists professional staff in planning and publicizing conferences and institutes; speaks before community groups and may coordinate the use of speakers and resources persons.

   a. knowledge of group dynamics and expediting techniques

   b. group participant skills

   c. ability to communicate effectively with persons from many different backgrounds and walks-of-life

   d. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

5. Acts as liaison between professional staff and community leaders toward the goal of gaining community support and cooperation.

   a. knowledge of Probation Department and unit goals, functions, structure, policy programs, procedures, resources, needs, problems, etc.

   b. knowledge of probationer and community needs, problems. values, attitudes, etc.

   c. knowledge of community resources - local organizations, formal and informal programs, professional and interest groups, etc.

   d. ability to communicate effectively with persons from many diffemt backgrounds and walks-of-life

   e. office and telephone etiquette

   f. ability to operate a motor vehicle

   g. ability to read and interpret street maps

   h. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

6. Assist in the preparation of written material for the information of individuals, groups and agencies concerned with delinquency prevention and community improvement.

   a. knowledge of Probation Department and unit goals, functions, structure, policy, programs, procedures, resources, services, needs, problems, etc.

   b. knowledge of community and probationer needs, problems, values, attitudes, etc.

   c. knowledge of community and organizational dynamics

   d. knowledge of strategies for individuals, groups, organizations and community change and development

   e. ability to organize, write and deliver presentations, proposals and reports to individuals and groups from many different backgrounds and walks-of-life

7. Prepares written reports on field activities.

- a. observation and listening skills
- b. note-taking skills
- c. ability to organize, write and deliver reports on field activities

8. May counsel individuals or groups regarding community resources available to deal with problems of delinquency prevention and control.
    - a. knowledge of Department and Community resources available to deal with problems of delinquency prevention and control
    - b. ability to communicate effectively with persons from many different backgrounds and walks-of-life
    - c. ability to organize, write and deliver presentations, proposals and reports to individuals and groups
    - d. group participant skills
    - e. office and telephone etiquette

9. May assist in planning and conducting training for individuals and groups.
    - a. same as task #1

10. May supervise others engaged in the implementation and operation of assigned programs or projects.
    - a. same as task #8, plus
    - b. ability to assume leadership, organize and supervise individuals and group activities and assignments - provide orientation or demonstration, evaluate performance, and provide feedback on effectiveness, progress and problems

Group Supervisor I

Job Characteristics: This is a civil service class. Maintains order and security during sleeping hours in a facility maintained by the Probation Department for the custody, care, and rehabilitation of juveniles.

Minimum Qualifications:

Completion of two years in an accredited college.

Promotional Opportunities: Project unsure.

Tasks with Required Knowledge and Skills:

1. Maintains order & security in the dormitory and investigates unusual sounds and occurrences.
    a. knowledge of institutional policy and procedures
    b. ability to communicate effectively with persons from many different backgrounds, age levels, etc.
    c. interviewing skills
    d. knowledge of institutional and child probationers needs, problems, attitudes, behavior patterns, etc.
    e. ability to work with children individually or in groups in leadership, supervisory or supportive roles, show interest in them as individuals, demonstrate concern for their progress and problems and provide assistance or initiate actions in response to their needs
    f. ability to observe and identify negative or self-defeating behavior and confront children with it in such as way so that they can see that it can interfere with the reaching of their goals
2. Takes appropriate action to prevent escapes, rule infractions, or other disturbances.
    a. same as task #1, plus
    b. knowledge of counseling techniques
3. Observes & records the behavior and actions of individual children.
    a. knowledge of institutional climate and culture, both inmate and staff needs, problems, attitudes, behavior patterns, etc.
    b. observation and listening skills
    c. ability to organize and write reports
4. Makes periodic rounds of sleeping quarters.
    a. same as task #1
5. Inspects bedding, ventilation, and heating in sleeping quarters.

a. knowledge of policy and procedures in relation to bedding, ventilation and heating--how to operate equipment, where supplies are kept, etc.

6. Participates in admitting and releasing children from a juvenile hall.

   a. knowledge of Probation Department and Juvenile Hall goals, functions, structure, policy, programs, procedures, etc.

   b. knowledge of admission and release procedures, standard forms, etc.

   c. ability to communicate effectively with persons from many different backgrounds, age levels and walks-of-life

   d. interviewing skills

   e. ability to work with children individually or in groups in supervisory or supportive roles, maintain order and discipline, etc.

7. Checks the children each morning to see that they are properly attired and are on time for school, work assignments, and group activities.

   a. knowledge of institutional policy and procedures; Re: dress, attendance for various activities, etc.

   b. ability to communicate effectively with persons from many different backgrounds, age groups, and walks-of-life

8. Restrains emotionally disturbed children when necessary.

   a. ability to observe and identify behavior patterns or incidents as indicative of emotional disturbance

   b. ability to communicate effectively with children

   c. interviewing skills

   d. knowledge of counseling techniques

   e. ability to show interest in children as individuals, demonstrate concern for their progress and problems, provide assistance in response to their needs, and confront them with self-defeating behavior and the possible consequences of such behavior in such a way so that they can see how it can interfere with achievement of their goals

9. Keeps records, makes reports, and performs other clerical duties as assigned.

    a. observation, note-taking and listening skills

    b. ability to organize, write and deliver presentations and reports

    c. knowledge of filing system and ability to file and retrieve information

    d. office and telephone etiquette

    e. ability to operate various office equipment, such as, typewriter, mimeograph, copy machine, etc.

10. May do mending and sewing and sorting clothing and linens.

    a. knowledge of mending and sewing techniques

    b. knowledge of procedures, Re: clothing and linens

Deputy Probation Officer I

Job Characteristics: Performs probation work under close supervision for the least complex cases involving the investigation, supervision of adults convicted of violations of law or the investigation or supervision of delinquent and non-delinquent children and juveniles.

Minimum Qualifications:

Graduation from an accredited college and either:

1. Completion of an approved training program in probation work, or

2. One year's social casework, social groupwork, or recreation experience in a recognized social work or other agency, school institution or probation camp, or

3. Completion of 24 units of graduate work in the behavioral sciences in an accredited college.

California Class 3 Driver's License or its equivalent

At least 21 years of age

Tasks:

1. Investigates and evaluates cases of adult applicants for probation or juveniles referred to the Probation Department, considering such factors as the allegation, prior record or referral, social history, and environmental, economic and psychological influences.

2. Prepares reports and recommendations for use by the department and the court in making dispositions of adult or juvenile cases.

3. Counsels the least disturbed adult or juvenile to assure compliance with court orders and to achieve a socially acceptable adjustment within the community.

4. Develops and implements treatment plans for clients whose rehabilitation can be achieved through methods of control and modification of behavior and the use of family and community resources.

5. Confers with supervisor, and evaluates and maintains records on the progress of assigned cases.

6. Provides counseling to children and juveniles detained in a facility maintained by the Probation Department and supervises their daily activities.

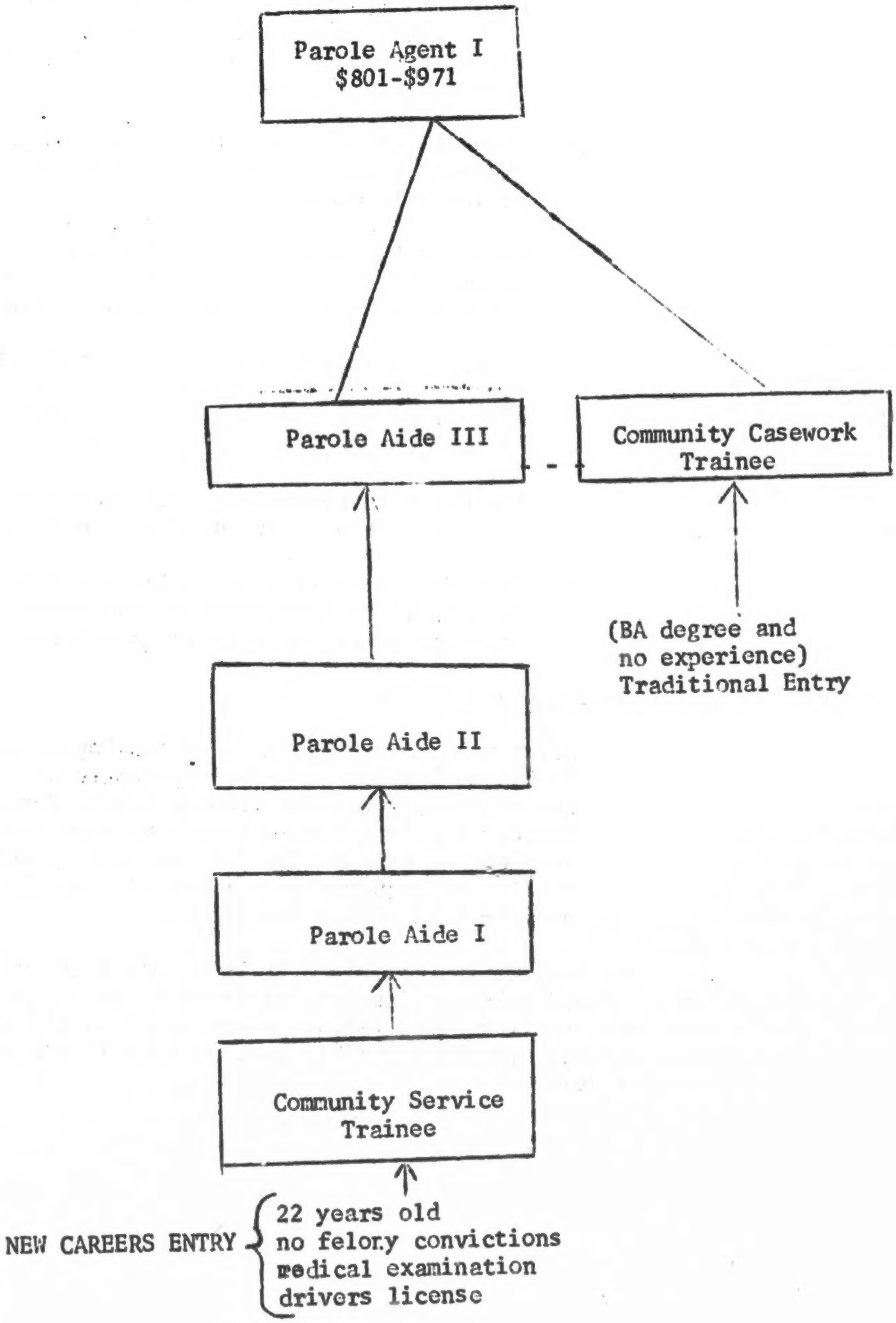
Knowledge and Skills:

Refer to Alameda County Probation Department, Deputy Probation Officer I. The typical tasks listed under Los Angeles County and Alameda County Deputy Probation Officer I position specifications vary somewhat, however, as a whole, essentially the same set of knowledge and skills are required to perform as a Deputy Probation Officer I in either department.

The Project is participating in a task force of Los Angeles probation and personnel department staff in an analysis of probation functions, the necessary tasks, and relevent skills and knowledge. These results will be available during Phase II and will expand the material here.

CALIFORNIA DEPARTMENT OF CORRECTIONS - PAROLES

CAREER LADDER


Parole Agent I
$801-$971
Parole Aide III
Community Casework Trainee
(BA degree and no experience) Traditional Entry
Parole Aide II
Parole Aide I
Community Service Trainee
NEW CAREERS ENTRY
22 years old
no felony convictions
medical examination
drivers license

CALIFORNIA DEPARTMENT OF CORRECTIONS PAROLES

Community Service Trainee

Job Characteristics: An established entry level civil service position. Trainee is oriented to the goals, policies, and procedures of Adult Paroles. Duties are phased in gradually increasing levels of responsibility and critical abilities. Emphasis at this level is on observation of the supervision and treatment process, trainees will assist in the employment, social and community re-adjustment needs of parolees.

Minimum Qualifications:

1. Able to pass a state medical examination
2. Must be 21 years of age or older
3. Must not have any felony convictions
4. Must possess or able to serve a valid California Operators license
5. Must have 6th grade education
6. Must be acceptable to staff of Division of Parole and Community Services, and be approved by California State Personnel Board to TAU status appointment

Promotional Opportunities: After six months successful experience as a Community Service Trainer, and successfully passing the civil service test may be promoted to Parole Aide I position.

Tasks with Required Knowledge and Skills:

1. Provides liaison between professional parole staff, the parolees and community groups.
    - a. knowledge of CDC and unit goals, functions, structure, policy, programs, procedures, facilities - their function, location and lines of communication and authority, problems, needs, resources, etc.
    - b. knowledge of unit program and their goals, procedures and lines of communication and authority
    - c. knowledge of community and parolee problems, needs, resources, values, attitudes, behavior patterns, etc.
    - d. ability to communicate and work effectively with individuals and groups -- professionals, businessmen,

- e. knowledge of community groups and their goals, functions, services, programs, problems needs, etc., and contact persons with them
- f. ability to organize, write and present written and verbal presentations such as proposals and reports to individuals and groups
- g. office and telephone etiquette

2. Transports parolees as assigned.

   - a. license and ability to safely operate a motor vehicle on California streets
   - b. ability to read and interpret street maps
   - c. knowledge of local community - locations of CDC facilities and related law enforcement, administration of justice and correctional facilities, locations of different neighborhoods and specific sites, programs, etc., within them
   - d. ability to communicate effectively
   - e. ability to follow written and verbal directions
   - f. knowledge of first aid procedures and the ability to apply them if and when necessary

3. Encourages parolees to seek help when in need of programs available services.

   - a. knowledge of CDC and unit goals, functions, structure, lines of communication and authority, prolicy, programs, services, procedures, problems, needs, resources, etc.
   - b. knowledge of available employment, housing, recreational, educational, vocational, family, social and other services in the community, their goals, functions, procedures, location and contact persons
   - c. knowledge of community and parolee problems, needs, values, attitudes, behavior patterns, etc.
   - d. interviewing ksills
   - e. basic counseling techniques
   - f. ability to communicate effectively with professionals, parolees, and persons from other backgrounds or ethnic groups

4. Assists parolees in re-establishing favorable community relationships.
    a. knowledge of community and parolee problems, needs, values, attitudes, behavior patterns, etc.
    b. knowledge of CDC and community resources, service agencies, programs, etc.
    c. interviewing skills
    d. basic counseling techniques
    e. ability to communicate effectively with parolees, businessmen, professionals and persons from various other backgrounds and ethnic groups
    f. ability to identify self-defeating attitudes and behavior patterns and point these out and their possible consequences to parolees
5. Assists parole agents in performing routine tasks.
    a. ability to read, write and spell effectively
    b. ability to observe individual and group behavior-take descriptive notes, etc.
    c. ability to sort, classify, tabulate, and perform other simple manipulations of various kinds of raw data
    d. ability to operate copy machine, tape recorder, typewriter (no speed limit) and other common office equipment
    e. license and ability to operate a motor vehicle
    f. ability to read and interpret street maps
    g. interviewing skills
    h. ability to communicate effectively verbally and in writing
    i. office and telephone etiquette
    j. ability to follow written and verbal directions
6. Encourages parolees to attend parole group meetings in compliance with parole agreements.
    a. knowledge of CDC and unit goals, functions, structure,

policy, programs, procedures, etc.

b. ability to communicate effectively with parolees

c. knowledge of parolee problems, needs, values, attitudes, behavior patterns, etc.

d. interviewing skills

e. basic counseling techniques

f. ability to identify and point out to parolees self-defeating behavior patterns and the possible consequences of such behavior

g. ability to show interest in and respect for the parolee as an individual, demonstrate concern for his problems and needs and imitate actions or provide suggestions in response to parolee problems and needs

7. Checks monthly reports for completeness and accuracy and files monthly reports.

   a. knowledge of monthly report form and the purpose of each item

   b. ability to read, write and spell

   c. knowledge of information sources and ability to check reports against such sources

   d. knowledge of filing system and ability to file and retrieve reports from the file when necessary

8. Participates in group meetings.

   a. knowledge of community and parolee problems, needs, resources, attitudes, values, behavior patterns, etc.

   b. ability to communicate effectively with both parolees and parole agents

   c. interviewing skills

   d. knowledge of basic counseling techniques

   e. knowledge of the dynamics of group process

9. Translates and interprets for parole agents in individual counseling.

   a. knowledge of community and parolee problems, needs, resources, attitudes, values, behavior patterns, terms and expressions and other norms and characteristics

   b. ability to communicate effectively with both parolees and parole agents

   c. interviewing skills

   d. knowledge of basic counseling techniques

10. Develops employment leads for parolees.

   a. knowledge of community and parolee problems, needs, resources, values, attitudes, behavior patterns, etc.

   b. knowledge of employment services, programs, information sources, etc., available in the community, where they are located, how to secure them and what their problems, needs and resources are

   c. ability to communicate effectively with many different people from different backgrounds and walks-of-life, such as, professionals, businessmen, lay-persons, parolees, etc.

   d. interviewing skills

   e. drivers license and ability to safely operate a motor vehicle

   f. ability to read and interpret street maps

   g. office and telephone etiquette

11. Facilitates neighborhood relations with the parole staff.

   a. knowledge of CDC and unit goals, functions, structure, policy, programs, services, procedures, problems, needs, resources, etc.

   b. knowledge of community and parolee organization porblems, needs, resources, values, attitudes, behavior patterns, etc.

   c. ability to communicate effectively with individuals and groups from many different backgrounds and walks-of-life, such as, professionals, businessmen, lay-persons, parolees, etc.

12. Develops housing resources.

    a. same as task #10 only relation to housing needs, problems, resources, service agencies, programs

13. Assists in the gathering and analysis of data for research projects.

    a. knowledge of information sources and classification systems and where they are located, who to ask for specific data, etc.

    b. interviewing skills

    c. observation, listening and note-taking skills

    d. data handling techniques: tabulation, collation, sorting, and simple statistical concepts and manipulations, such as mean, median, mode, frequency, percentile, etc.

    e. knowledge of basic arithmetic operations (addition, substraction, multiplication, division, percentage, etc.)

    f. knowledge of models and ability to draw charts, graphs, flow charts, etc.

    g. knowledge of basic terminology and concepts in research methods and design; such as, random sampling, hypothesis testing, dependent and independent variables, constants, controlling for vaiables, correlation, significant differences, scientific method, etc.

    h. ability to organize, write and deliver proposals, reports, and other presentations

    i. ability to communicate effectively with parolees, parole agents and other persons from different backgrounds and walks-of-life

    j. office and telephone etiquette

14. Locate missing parolees and encourage when to come to the office and seek help.

    a. knowledge of CDC and unit goals, functions, structure, policy, procedures, problems, resources, needs, etc.

b. knowledge of community and parolee problems, resources, needs, values, attitudes, behavior patterns, etc.

c. interviewing skills

d. basic counseling techniques

e. ability to communicate effectively with parolees

f. office and telephone etiquette

g. knowledge of local community - neighborhood hangouts, community informal leaders, etc.

h. drivers license and ability to safely operate a motor vehicle

i. ability to read and interpret street maps

15. Make routine contacts with law enforcement and probation agencies regarding clearance for release upon parole to the community, court & arrest reports, etc.

a. knowledge of CDC and unit goals, functions, structure, policy, programs, services, lines of communication and authority

b. knowledge of local law enforcement and probation agencies, their goals and functions, procedures and contact persons, where they are located, etc.

c. office and telephone etiquette

d. ability to communicate effectively verbally and in writing basic grammar, punctuation, usage, spelling, letter writing, etc.

e. interviewing skills

16. Help organize and supervise parolee group activities.

a. knowledge of CDC and unit goals, functions, structure, policy, programs, services, procedures

b. knowledge of community and parolee problems, needs, resources, organizations, values, attitudes, behavior patterns, etc.

c. leadership ability

d. ability to organize, coordinate, and supervise adult group activities

e. ability to communicate effectively with parole agents and parolees

f. office and telephone etiquette

g. ability to organize, write and deliver written and verbal presentation proposals and reports to individuals and groups.

Parole Aide II and III

Job descriptions for the positions of Parole Aide II and Parole Aide III are currently being developed by a correctional new careers task force in Sacramento made up of chief administrators from each region that is conducting a new careers program and the Director of State Personnel Board's Career Opportunity Development Project.

The task force is applying a systems approach to the analysis of the correctional system; i.e., defining objectives, performing functional task analysis, exploring new roles, etc. Line staff who have been directly involved with the new careers programs are serving as resource persons on the task force.

Within a few months, the task force will present to the Director and regional administrators, their plan for a career ladder beginning at entry-level and leading to the professional Parole Agent series. When approved, the career plan will be presented to the state Personnel Board for the establishment of new position classifications. The State Personnel Board is committed to the principal of an effective career ladder.

Parole Agent I

Job Characteristics: This is the entry level professional classification. Under supervision, to carry a case load involving office and field work in the supervision and guidance of adult parolees from State correctional institutions; and to do other work as required.

Minimum Qualifications:

Ten months of experience performing the duties of a Correctional Case Work Trainee in the California state service. Applicants who meet the experience requirement will be admitted to the examination but must successfully complete the one year in-service training program for Correctional Case Work Trainees before they may be appointed; or

One year of experience in collecting, evaluating, and interpreting social, behavioral, and vocational data for purposes of counseling and promoting individual adjustment and rehabilitation. This experience must have been gained in one or a combination of the following fields:

1. Probation or parole; or
2. Vocational guidance or rehabilitation; or
3. Medical, psychiatric, or correctional case work; or
4. Clinical psychology

(Graduate work in sociology, psychology, criminology, or in a recognized shcool of social work may be substituted for the required experience on a year-for-year basis. Applicants substituting education for the entire experience requirement must have completed the equivalent of one academic year in an approved course in supervised case work or correctional field work during or supplemental to their graduate work. Graduate students in one of these fields will be admitted to the examination but must produce evidence of completion of one year of graduate work and the required year of supervised case work or correctional field work before they will be considered eligible for appointment and,

Equivalent to graduation from college. (Additional qualifying experience may be substituted for not more than two years of the required education on a year-for-year basis.) or

Two years of full-time paid experience in one or a combination of the following:

1. Supervising inmates in an adult correctional institution where duties included participation in treatment and rehabilitative programs; or

2. Investigating crimes or complaints in a law enforcement agency with duties which include interviewing persons concerned and writing reports on cases. (Experience as a patrolman or traffic officer is not qualifying.) and

Equivalent to graduation from college.

Promotional Opportunities: This is an entry level professional classification and all regular promotional opportunities are open to persons attaining this level.

Tasks with Required Knowledge and Skills:

1. Counsels parolees, helps them to understand their problems, and adapts the treatment program to the individuals.

2. Interviews friends and relatives of parolees and adults on parole and interprets to them the parole treatment programs.

    a. knowledge of CDC and unit goals, functions, structure, policy, services, program, procedures, problems, needs, resources, etc.

    b. knowledge of community and parolee problems, needs, resources, values, attitudes, behavior patterns, etc.

    c. ability to communicate effectively

    d. interviewing skills

3. Develops employment opportunities for persons eligible for or on parole.

    a. same as task #2 items, plus

    b. office and telephone etiquette

    c. knowledge of employment needs and problems of parolees and available services, resources, programs, prospective employers, etc., in the community - where they are located and contact persons

    d. ability to organize, write and deliver written and verbal presentations, proposals and reports to individuals and groups

4. Investigates parple plans to determine acceptability.

    a. knowledge of CDC and unit goals, functions, structure, policy, programs, services, procedures, problems, resources, needs, etc.

    b. knowledge of community and parolee resources, problems, needs, values, attitudes, behavior patterns, etc.

    c. office and telephone etiquette

    d. ability to communicate effectively

    e. interviewing skills

    f. ability to safely operate a motor vehicle

    g. ability to read and interpret street maps

h. ability to determine and weigh relevant information, make logical inferences from it, make critical decisions and initiate actions in relation to such decisions

5. Keeps informed as to the policy and standards of the adult paroling authorities and the Department of Corrections governing the individual treatment of parolees.

   a. knowledge of information sources

   b. ability to read and understand relevant memos, manuals, statements, etc.

6. Places parolees in activities suited to their individual aptitudes, training, and abilities.

   a. knowledge of CDC and unit goals, functions, structure, policy, programs, services, procedures, resources, problems, needs, etc.

   b. ability to read and interpret information available in case histories and from other sources, make logical inferences from it, make critical decisions and initiate actions in relation to such decisions

   c. knowledge of community and parolee problems, needs, values, attitudes, behavior patterns, etc.

   d. interview skills

   e. counseling techniques

   f. ability to communicate effectively with parole agents, parolees and other persons from different backgrounds and walks-of-life

   g. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

   h. knowledge based on experience and research of which activities are most appropriate for which kinds of individuals under which circumstances

7. Works with and secures the cooperation of social, law enforcement, recreational, religious, educational and other agencies concerned with rehabilitation of parolees.

a. knowledge of CDC and unit goals, functions, structure policy, programs, services, resources, procedures, problems, needs, etc.

b. knowledge of community and parolee problems, needs, attitudes, values, behavior patterns, etc.

c. knowledge of other service agencies in the community concerned with rehabilitation - what their nature and referral process is, who the contact person is - and where they are located

d. ability to communicate effectively with individuals from various backgrounds such as professionals, businessmen, lay-people, parolees, etc.

e. office and telephone etiquette

f. ability to organize, write and deliver written and verbal presentations, proposals and reports to individuals and groups

g. interviewing skills

h. ability to work effectively as a member of a team or cooperatively with individuals from other agencies or community groups

8. Recommends to the adult paroling authorities changes in individual conditions of parole required for effective rehabilitation.

a. same items as those listed for task #6

9. Utilizes case work methods in the supervision of parolees and makes individual diagnosis and progress reports indicating case prognosis.

a. knowledge of CDC and unit goals, functions, structure, policy, programs, services, resources, procedures, problems, needs, etc.

b. knowledge of community and parolee problems, needs, values, attitudes, behavior patterns, etc.

c. knowledge of community resources and other service agencies concerned with rehabilitation - what their nature and referral process is, where they are located, and who the contact person is

d. interviewing skills

e. counseling techniques

f. knowledge of case-record keeping methods

g. ability to read and interpret information obtained from case-histories and other sources, make logical inferences from it, make critical decisions and imitate action in relation to such decisions

h. ability to supervise parolee activities, make observations, determine progress and problems, provide parolees with orientation, advise and feedback on their actions or the consequences of their actions, etc.

i. knowledge based on research and experience of normal patterns and prognosis for parolees in different situations

j. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

k. ability to communicate effectively with parole agents, parolees, and other persons from various backgrounds and walks-of-life

l. office and telephone etiquette

m. ability to operate a motor vehicle

m. ability to read and interpret street maps

10. Inveistgates cases of parole violators, compliles evidence required to effect the suspension of parole, and apprehends violators for return to custody.

a. knowledge of CDC and unit goals, functions, structure, policy, programs, services, procedures, problems, needs, etc.

b. knowledge of community and parolee problems, needs, values, attitudes, behavior patterns, organizations, hang-outs, where different neighborhoods are located, problem areas within these neighborhoods, etc.

c. interviewing skills-listening and note-taking

d. office and telephone etiquette

e. ability to operate a motor vehicle

f. ability to read and interpret street maps

g. knowledge of how to read and interpret information available in case histories and from other sources, make logical inferences from it, make critical decisions and initiate actions in relation to such decisions

h. ability to communicate effectively with individuals from various different backgrounds and walks-of-life; such as, parole agents, parolees, professionals, businessmen lay-persons, etc.

i. ability to organize, write and deliver presentations, proposals, reports, etc., to individuals and groups

j. knowledge of other law-enforcement agencies, their functions, structure, procedures and personnel to contact for specific information or actions

k. knowledge of methods of self-defense and ability to use them if necessary

l. knowledge of first aide methods and ability to use them if necessary

m. knowledge of CDC policy and procedures and state law, re: apprehension, custody, or treatment while in custody

11. Makes special investigations for the adult paroling authorities.

a. knowledge of CDC and AA goals, functions, policy, structure, procedures, etc.

b. ability to communicate effectively with persons from many different backgrounds and walks-of-life

c. interviewing skills

d. knowledge of community and parolee problems, needs, organizations, resources, values, attitudes, behavior patterns, etc.

e. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

f. ability to read and interpret information available in case-histories and from other sources, make logical inferences from it, make critical decisions and initiate actions in relation to such decisions.

12. Prepares case histories, dictates correspondence, and prepares reports.

    a. knowledge of CDC and unit goals, functions, structure, policy, programs, services, resources, needs, problems, etc.

    b. knowledge of community and parolee problems, needs, values, attitudes, behavior patterns, etc.

    c. knowledge of case-record keeping methods - letter forms and report outlines

    d. ability to organize and write case-records, letters, reports and other materials

    e. knowledge of how to use dictating machine

Correctional Counselor I

Job Characteristics: Under general supervision, to assemble, organize, analyze and record information necessary for classification and parole planning for prison inmates; to interview and counsel inmates and assist with their adjustment and plans for rehabilitation in a correctional setting; and to do other work as required.

Classification is the study of the individual prisoner for purposes of understanding his needs and providing an administrative procedure for carrying out a program for his rehabilitation. Employees in this series are usually assigned either to a reception guidance center or to a State correctional facility. Reception guidance centers prepare an evaluation of an inmate and make recommendations for his subsequent classification, assignment, and treatment in a correctional setting. State correctional facilities attempt to rehabilitate and prepare an individual for return to the community.

Employees in the next higher class of Correctional Counselor II generally are given specialized program assignments and may assume, on a regular or temporary basis, leadership responsibility for classification and treatment functions.

Minimum Qualifications:

Ten months of full-time paid experience performing the duties of a Correctional Case Work Trainee in the California state service. Applicants who meet this experience requirement will be admitted to the examination, but successfully complete the one year in-service training program for Correctional Case Work Trainee before they may be appointed, or;

One year of experience in collecting, evaluating, and interpreting social, behavioral, and vocational data for purposes of counseling and promoting individual adjustment and rehabilitation. This experience must have been gained in one or a combination of the following fields:

1. Probation or parole; or
2. Vocational guidance or rehabilitation; or
3. Medical, psychiatric, or correctional case work; or
4. Clinical psychology

(Graduate work in sociology, psychology, criminology, or in a recognized school of social work may be substituted for the required experience on a year-for-year basis. Applicants substituting education for the entire experience requirement must have completed the equivalent of one academic year in an approved course in supervised case work or correctional field work during or supplemental to their graduate work. Graduate students in one of these fields will be admitted to the examination, but must produce evidence of completion of one year of graduate work and the required year of supervised case work or a correctional field work before they will be considered eligible for appointment.) and,

Equivalent to graduation from college. (Additional qualifying experience may be substituted for two years of the required education on a year-for-year basis.) or,

Two years of full-time paid experience in the supervision of inmates in an adult correctional institution where duties included participation in treatment and rehabilitative programs, and

Equivalent to graduation from college.

Promotional Opportunities: This is an entry level professional classification and all regular promotional opportunities are open to persons attaining this level.

Tasks with Required Knowledge and Skills:

1. Interviews inmates and evaluates their adjustment to and progress in correctionsl treatment programs.

    a. knowledge of CDC and institutional goals, functions, structure, policy, programs, services, resources, procedures, problems, needs, etc.

    b. knowledge of specific institutional programs, goals, personnel, procedures, etc.

    c. knowledge of the institutional climate and culture (both staff and inmates): degree of trust and rapport between inmates and staff, inmate values, attitudes, behavior patterns, and other norms, how they view specific programs, etc.

    d. knowledge based on research and experience of what is normal adjustment or progress of different kinds of individuals in different kinds of treatment programs

    e. interviewing skills

    f. ability to communicate effectively with inmates

    g. ability to identify and interpret information available in case-records and from other sources, make logical inferences from it, make critical decisions and initiate actions in relation to such decisions

    h. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

2. Counsels inmates on personal, institutional, and family problems.

    a. knowledge of inmate problems, needs, values, attitudes, behavior patterns, and other norms

    b. ability to communicate effectively with inmates, show interest in them as individuals and demonstrate concern for their problems and needs

    c. interviewing skills

    d. counseling techniques

    e. case-record keeping methods

3. Collaborates with social agencies in preparing inmates and their families for inmates' eventual release on parole.

a. knowledge of CDC and institutional goals, functions, structure, policy, programs, services, resources, procedures, problems, needs

b. knowledge of inmate needs, problems, values, attitudes, behavior patterns and other norms

c. knowledge of community service agencies concerned with rehabilitation - their nature and referral process - where they are located and contact persons within them

d. office and telephone etiquette

e. ability to communicate effectively with individuals from many different backgrounds and walks-of-life, such as professionals, inmates, lay-persons, businessmen, etc.

f. interviewing skills

g. ability to organize and write letters, proposals, reports, etc.

4. Interprets conditions of parole to prospective parolees and prepares inmates for release on parole or discharge.

a. knowledge of CDC and institutional goals, functions, structure, policy, programs, services, resources, procedures, etc.

b. knowledge of AA policy and procedures and parole procedures - what various conditions mean, what will be expected of the parolee and what can happen if he violates such conditions

c. knowledge of inmate problems, needs, values, attitudes, behavior patterns and other norms

d. knowledge of parolee problems, needs, resources, organizations, services, etc.

e. knowledge of community problems, needs, resources, organizations, services, etc.

f. ability to communicate effectively with inmates

g. ability to organize, write and deliver written and verbal presentations to individuals and groups

5. Collects, evaluates and records social, behavioral and vocational data on inmates.

a. knowledge of institutional goals, functions, structure, policy, programs, resources, services procedures, problems, needs, etc.

b. knowledge of institutional climate and culture; inmate and staff trust, rapport, communications, values, attitudes, behavior patterns and other norms

c. knowledge of basic terminology and concepts of behavioral science and the ability to identify and interpret behavior, etc., in these terms and frameworks

d. ability to read and interpret case-records, and information available from various other sources, make logical inferences from it, make critical decisions and initiate actions in relation to such decisions

e. knowledge of case-record keeping methods

f. interviewing skills

g. observation, listening and note taking skills

h. ability to organize, write and deliver written and verbal presentations, proposals and reports

6. Abstracts and contributes to cumulative case history data and makes recommendations pertinent to classification and assignment planning and to subsequent study and treatment programs.

a. knowledge of case-record keeping methods

b. ability to read and interpret information available in case-records, make logical inferences from it, make critical decisions and recommendations, and initiate actions in relation to such decisions

c. knowledge of institutional programs, their goals, functions, personnel, procedures, etc.

d. knowledge of institutional climate and culture (both staff and inmate); degree of trust and communications, values, attitudes, behavior patterns, how inmates view certain programs, and other norms

e. knowledge based on research and experience of what is normal progress for different kinds of inmates in different kinds of programs

f. ability to organize, write and deliver written and verbal presentations, proposals and reports

g. knowledge of basic concepts and terminology of behavioral science, personality development, etc., and the ability to identify and interpret behavior in these terms and frameworks

7. Interprets social summaries in diagnostic conferences.

   a. knowledge of CDC and institutional goals, functions, structure, policy, programs, services, resources, problems, needs, procedures, etc.

   b. knowledge of institutional climate and culture (both staff and inmate): degree of trust and communications, inmate values, attitudes, behavior patterns, how they tend to view certain programs, and other norms, plus, inmate needs, problems, grievances, etc.

   c. ability to read and interpret case-records and social summaries in behavioral science terms and framework

   d. ability to organize, write and deliver written and verbal social summaries, proposals, reports, etc., to individuals and groups

   e. group participant skills

8. Identifies critical factors in inmates' emotional and social maladjustment which have resulted in criminological behavior and evaluates these factors as basis for possible explanation of the deviant behavior, prospects for change in attitude and activities, and prognosis concerning expected adjustment in the institution and upon release.

   a. knowledge of basic concepts and terms of the behavioral sciences - particularly, human development, personality, social adjustment and maturity and criminal behavior and the ability to identify observed or recorded behavior in such terms and frameworks, make logical inferences from revelant information available, make critical decisions and recommendations, and initiate actions in relation to such decisions

   b. knowledge of institutional climate and culture (both staff and inmate); degree of trust and communications, values, attitudes, behavior patterns, and other norms, inmate problems, needs, grievances, etc.

c. know based on research and experience of normal adjustment or progress of different kinds of individuals in different kinds of programs

d. knowledge of community problems, needs, resources, etc.

e. ability to organize, write and deliver written and verbal presentations, proposals and reports to individuals and groups

f. interviewing skills

g. ability to communicate effectively with inmates

9. Evaluates inmate educational and vocational background, significance of work experiences, and vocational interests, aptitudes and skills.

   a. ability to read, identify and interpret case-records, social summaries and other information

   b. knowledge based on research and experience of concepts and terminology of educational and vocational development

   c. ability to read and interpret test data

   d. interviewing skills

   e. ability to communicate effectively with inmates

   f. ability to organize, write and deliver written and verbal presentations, proposals and reports to individuals and groups

10. Identifies and reports on special, educational, and vocational problems as basis for recommending appropriate programs of vocational training.

    a. same items as listed under task #9, plus

    b. knowledge of institutional climate and culture (both staff and inmate)

11. Administers, scores, and interprets results of educational, psychological and vocational tests used in counseling and placement work.

    a. knowledge of testing devices - their purpose and how to administer and score them and interpret their results

    b. ability to communicate effectively with inmates - individuals and groups

12. Assists inmates in preparing vocational and educational plans and programs.

    a. ability to read and interpret test results

    b. knowledge of institutional programs, resources, problems, needs, procedures, etc.

    c. knowledge of inmate problems, needs, etc.

    d. ability to communicate effectively with inmates

    e. interviewing skills

    f. counseling techniques

    g. ability to organize, write and deliver written and verbal presentations, proposals and reports

13. Conducts vocational classes on job requirements and job opportunities in various areas of employment.

    a. knowledge of job requirements and opportunities in various fields

    b. ability to communicate effectively with inmates

    c. ability to organize, write and deliver presentations and reports to inmate groups

14. Does technical therapeutic work involving the examination, classification, diagnosis, group and individual therapy.

    a. knowledge of institutional climate and culture, both staff and inmate, degree of mutual trust and communication, values, attitudes, behavior patterns, how inmates tend to view certain programs, activities, etc., inmate problems, needs, grievances, etc., institutional problems, needs, resources, etc.

    b. knowledge of classification systems, instruments for determining individual types or identifying attitudes, values, beliefs, aptitudes, achievement levels, aspirations, self-concept, IQ level, etc., and the ability to administer, score and interpret results of such instruments

c. ability to determine and weigh relevant information available from results of such instruments, in casework records, in social summaries and from other sources, interpret and make logical inferences from such information, make critical decisions and recommendations and initiate actions in relation to such information and decisions

d. knowledge of basic concepts and terminology of the behavioral sciences, human development, personality, social and interpersonal adjustment and maturity, delinquency and criminal behavior, rehabilitation, therapy, counseling and other related concepts and systems of knowledge and the ability to observe, identify and interpret behavior in such terms and frameworks

e. interviewing skills

f. individual and group counseling and therapy techniques

g. case-record keeping skills

h. ability to communicate and work effectively with individuals and groups in participant and leadership roles

i. knowledge of interpersonal and group dynamics and ability to apply such concepts in actual situations

15. As assigned, assists in the application of various group therapy techniques.

    a. same items as listed for task #14

16. Aids inmates in recognizing forces in their environment which have influenced them, in becoming more skilled in solving their problems, and in exercising self-direction and self-restraint.

    a. same items as listed under task #14

17. Maintains case histories on inmates during confinement and makes recommendations on changes in classification or assignments, use of leisure time and need for psychiatric treatment.

a. knowledge of CDC and institutional goals, functions, structure, policy, programs, services, resources, problems, needs, procedures, etc.

b. knowledge of institutional climate and culture (both staff and inmate).

c. knowledge of classification system and its underlying assumptions, procedures, etc.

d. knowledge of specific institutional programs, activities, etc., and their goals, procedures, personnal, how they tend to be viewed by inmates, their underlying assumptions, principles, etc.

e. knowledge of case-record keeping methods

f. knowledge of basic concepts and terminology of the behavior sciences and the ability to observe; identify and interpret behavior in such terms and within such frameworks

g. interviewing skills

h. knowledge of individual and group therapy, techniques, their basic principles, underlying assumptions and the ability to apply these to actual situations

i. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

j. knowledge based on research and experience of which kinds of programs and treatment strategies tend to be the most effective for which kinds of individuals

k. ability to determine and weigh relevant information, make logical inferences from it, make critical decisions and recommendations, and initiate actions in relation to such information and decisions

18. Prepares board reports on inmates' activities in the institution, visitors, medical examinations, attitudes, behavior, and comments for the use of the Adult Authority in determing sentence or parole eligibility.

a. knowledge of CDC and institutional goals, functions, structure, policy, programs, services, procedures, resources, problems, needs, etc.

b. ability to read and interpret case-histories, social summaries, test results, and other relevant information, weigh information, make logical inferences from it, make critical decisions and recommendations in relation to such information

c. knowledge of institutional climate and culture, both staff and inmate

d. knowledge of concepts and terminology of the behavioral sciences and the ability to observe, identify and interpret behavior in such terms and frameworks

e. knowledge based on research and experience of normal adjustment, progress and appropriateness of different kinds of individuals in different kinds of treatment programs

f. knowledge of parolee and community problems, needs, resources, organizations, attitudes, values, behavior patterns and other norms

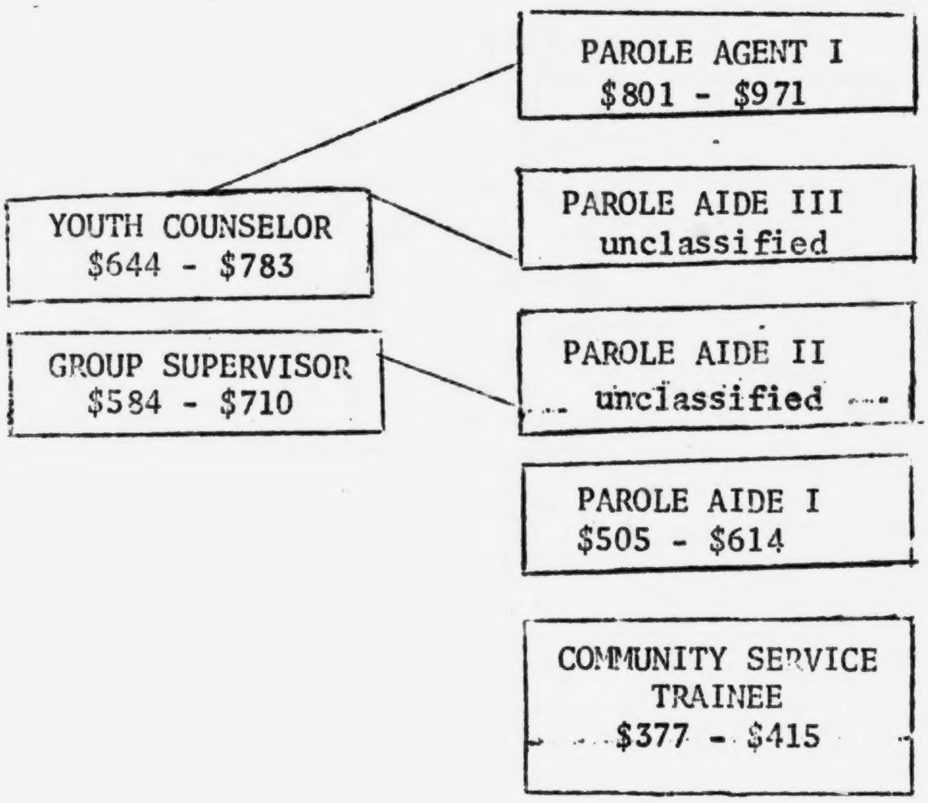
g. ability to organize, write and deliver presentations, proposals and reports to individuals and groups

19. Prepares pre-release reports for field use and includes detailed information on vocational accomplishments, environmental factors, prospective employees, and recommendations to field.

    a. same as items listed under task #18

CALIFORNIA DEPARTMENT OF YOUTH AUTHORITY

CAREER LADDER


PAROLE AGENT I
$801 - $971
YOUTH COUNSELOR
$644 - $783
PAROLE AIDE III
unclassified
GROUP SUPERVISOR
$584 - $710
PAROLE AIDE II
unclassified
PAROLE AIDE I
$505 - $614
COMMUNITY SERVICE
TRAINEE
$377 - $415

ADMINISTRATION OF JUSTICE GRANT NO. 0-8-080715-4645 (085)
J. DOUGLAS GRANT, PRINCIPAL INVESTIGATOR

CALIFORNIA DEPARTMENT OF YOUTH AUTHORITY

Community Service Trainee

Job Characteristics: An established entry level training position. Trainee is oriented to the goals, policy and procedures of the Youth Authority. Duties are phased in gradually increasing levels of responsibility and critical abilities. Emphasis at this level is an observation of supervision and treatment processes, assisting parolees with transportation employment, housing and gathering of information. The trainee will also interpret community and client values and attitudes to the parole agent.

Minimum Qualifications:

1. Ability to communicate effectively.
2. Knowledge and interest in community problems.
3. Able to pass a State medical examination.
4. Have or be able to secure a valid California operators license.
5. No serious felony convictions or record of chronic alcoholism or narcotic abuse.
6. Must be at least 17 years of age.
7. Pass an oral examination.

Promotional Opportunities: After 6 months successful experience as a Community Service Trainee, and the successful completing of job related academic curriculum, trainee will be eligible for advancement to the position of Parole Aide I.

Tasks with Required Knowledge and Skills:

1. Secure arrest reports and court information on parolees.
   a. information sources and contacts
   b. polite businesslike demeanor
   c. office and telephone etiquette
2. Assist parolees with transportation problems.
   a. defensive driving
   b. interpretation of street maps
   c. proper use of automobiles

d. location of sites and contacts

3. Locate living quarters, foster homes and group homes.

a. department goals, policy and procedure Re: housing

b. polite businesslike demeanor

c. office and telephone etiquette

d. typical parolee housing problems

4. Locate employment and training opportunities.

a. various public, private, city, state, and federal employment and training programs in the community, locations, and contacts

b. parolee case history Re: training, education, supervision, interests, etc.

c. polite businesslike demeanor

d. office and telephone etiquette

5. Become familiar with community resources and service agencies for purposes of referral.

1. parolee problems and the availability of services

b. service agencies, goals, functions, sites, contact persons and referral procedures

c. polite businesslike demeanor

d. office and telephone etiquette

6. Observe: individual, group, and family counseling, the investigation process, other treatment and supervision processer and make recommendations for improvement.

a. observation and listening

b. critical areas to look for

c. department philosophy, goal, functions and methods

7. Serve as casework consultant; interpreting community expectation and norms and parolee attitudes and behavior to Parole Department

a. community problems and attitude

   b. life styles and behavior patterns of youthful offenders

8. Progress reports
   a. basic writing skills
   b. organize thoughts in logical clear manner
   c. report format
9. Staff meetings
   a. listening
   b. express ideas to group in clear, concise terms
   c. build on others ideas
   d. handle personal feelings

Parole Aide I

Job Characteristics: Under supervision, to provide liaison service between parole agents and parolees; to assist in resolving the employment, social and community readjustment needs of parolees, to assist in the conduct of research projects; and do other work as required. This is an existing entry level civil service class. At this level the aide assumes increasing responsibility in the areas included under Community Service Trainee. Emphasis is on the agent-community and agent-client liaison.

Minimum Qualifications:

1. Six months' experience working as an aide or trainee performing tasks in a program of correctional rehabilitation, correctional research, or community correctional services.
2. Participation in job-related academic curriculum.
3. Knowledge of needs, problems, attitudes and behavior patterns of Youth Authority parolees.
4. Pass an oral examination
5. Be at least 17 years of age
6. Hold or secure a valid California operators license.

Promotional Opportunities: After one year's experience as Parole Aide I and successful academic performance, the Parole Aide I is eligible to apply for the position of Parole Aide II. (This position is currently under development).

Tasks with Required Knowledge and Skills:

1. Provide liaison between the Parole Agent and the Parolee.
    a. basic knowledge of the goals, functions, structure, policy and procedures of the Youth Authority.
    b. basic interviewing skills
    c. basic reading and writing skills
    d. knowledge of client and community needs, problems, attitudes, etc.
    e. basic counseling issues and methods
    f. office and telephone etiquette
2. Assist in resolving the employment problems of parolees.
    a. In addition to above, knowledge of the nature and referral process of youth authority and community resources, service agencies and programs.
3. Assist in the conduct of research projects.
    a. data collection methods and sources
    b. data handling methods (charts, graphs, tabulations, measures of central tendency, and other basic statistics
    c. proposal and report writing
    d. scientific method, hypothesis testing, expected-to-observed, and other research methods and design, models and issues
    e. verbal presentation skills
4. Assist in resolving the social and community readjustment of parolees.
    a. see tasks #1 and #2
5. Transport parolees as assigned.
    a. drivers license

   b. defensive driving skills
   c. knowledge of community
   d. ability to use street maps
   e. knowledge of policy and procedures Re: state autos, travel reimbursement, forms, etc.

6. Locate missing parolees and encourage them when to come to the office and seek help.
   a. see task #1
7. Encourage parolees to seek help when in need of programs and available services.
   a. see task #1 and #2
8. Make routine contacts with law enforcement and probation agencies regarding clearance for release upon parole to the community.
   a. knowledge of the location, contact persons, policy, procedures of law enforcement and probation agencies
   b. office and telephone etiquette
9. Help organize and supervise parolee group activities.
   a. group expediting skills and leadership ability
   b. knowledge of parolee problems, needs, attitudes and behavior patterns
   c. organizing and supervisorial skills
   d. observation skills
   e. report writing

Parole Aide II

Job Characteristics: This is not yet an established civil service class. There is no outline of typical tasks, but they will be developed with experience in the initial Parole Aide I program. At this level the aide will assume increasing responsibility in the areas of interviewing, counseling, and case work. He will carry a small case load, act as officer-of-the-day when needed, and perform special investigations, placements, and initial home visits.

Minimum Qualifications:

1. One year experience as Parole Aide I or equivalent
2. Acceptable performance as a Parole Aide I
3. Completion of some number, as yet undesignated, of job related college units
4. Pass a written and oral examination

Promotional Opportunities: Within field Parole work can after successful completion of one year as a Parole Aide II apply for Parole Aide III.

Tasks with Required Knowledge and Skills:

1. Aide assumes increasing responsibility in the areas of interviewing, counseling and case work.
    a. goals, functions, structure, policy and procedures of Youth Authority
    b. knowledge of specific programs or services offered by Youth Authority or in the community - location-contact persons
    c. ability to communicate effectively with both professional agents and Youth Authority wards
    d. interviewing skills
    e. counseling techniques
    f. case history record keeping
    g. ability to organize and write reports
    h. knowledge of community and client problems, needs, attitudes, how to get around the local community, location of critical sites, etc.
    i. ability to work with groups in participant or leadership roles
    j. ability to operate a motor vehicle - use street maps, etc.
    k. ability to organize youth activities and supervise youth participation in various activities
    l. knowledgeo of the goals, functions, location and contact person in local law enforcement agencies

and other agencies concerned with probation, parolees, delinquency prevention or control

m. office and telephone etiquette

2. Will cary a small case load, fill-in for the Officer-of-the-Day when needed and perform special investigations, placements, and initial home visits.

    a. In addition to all of those listed under Task #1 he needs the following:

    b. ability to use the telephone switchboard

    c. ability to converse in a polite, businesslike manner

    d. ability to maintain confidentiality without over-identifying with either the agency or the client

3. Typical tasks will be developed from initial program experiences

    a. not yet developed

Parole Aide III

Job Characteristics: This is not yet an established civil service class. There is no outline of typical tasks, but that will be developed from Parole Agents I and II job descriptions. At this level, the aide will assist Parole Agents I and II in all aspects of parole work, act as officer-of-the-day when needed, fill in for Parole Agents on vacation, and carry a caseload of 15 - 20 parolees.

Minimum Qualifications:

1. One year experience as a Parole Aide II or equivalent

2. Acceptable performance evaluations as a Parole Aide II

3. Completion of some number, not yet specified, of job related college units

4. Pass a written and oral examination

Promotional Opportunities: Unknown.

Tasks with Related Knowledge and Skills:

1. All aspects of parole work - officer-of-the-day. In addition to all knowledge and skills listed for Aide II, the Aide III must have:

a. ability to effectively and appropriately interpret the Youth Authority and any of its attributes to clients

Group Supervisor

Job Characteristics: This is an established entry-level position. Under direction in a Department of Youth Authority facility, to be responsible for the custody and supervision of a group of boys and girls; and to do other work as required.

Minimum Qualifications:

1. Two years of full-time paid working experience . (College training may be substituted for the required experience on a year for year basis.)

or 2. Equivalent to completion of the twelfth grade.

3. Minimum age 21 years old and maxim age for appointment 45 years old

Promotional Opportunities: After one year experience may apply for Youth Counselor position.

Tasks with Required Knowledge and Skills:

1. Trains and supervises a group of boys or girls in work assignments and recreational activities, and instructs them in personal grooming and accepted social customs and behavior;

   a. Youth Authority and institutional goals, functions, structure, policy, procedures, progrms, problems, resources, needs, etc.

   b. knowledge of specific procedures of work-program, recreational activities, games, sports, grooming, social customs and behaviors

   c. ability to communicate effectively with youth groups

   d. knowledge of youth wards problems, needs, attitudes, values, behavior patterns, etc.

   e. ability to organize youth group activites

   f. ability to organize, write and present written and verbal presentations, proposals and reports to both youth and staff individuals and groups

   g. ability to supervise work groups and recreational activities - provide orientation or demonstrations. observe and evaluate performance, provide feedback on specific incidents such as self-defeating behavior, the consequences of specific behaviors, etc., and give suggestions for more effective behavior

2. Maintains custody and necessary discipline.
    a. institutional policy procedures and rules Re: custody and discipline
    b. ability to get along with youth, show interest in them as individuals and demonstrate concern for their problems and needs
    c. knowledge of inmate needs, problems, values, attitudes, behavior patterns and other cultural norms
    d. ability to confront youth with feedback on the consequences of their actions, self-defeating behavior and suggestions for more effective behavior
3. Advises youths on problems of social adjustment and explains purpose of the facility and reasons for any disciplinary action.
    a. knowledge of Youth Authority and institutional goals, functions, structure, policy, procedures, programs, problems, resources, needs, etc.
    b. knowledge of specific programs or activities - goals, procedures, limits
    c. interviewing skills
    d. ability to communicate effectively with youth
4. Refers more difficult problem cases to higher authority.
    a. same as task #3 above (a-d), plus
    b. knowledge of available counselors, programs, or other personnel who might be able to help the youth
5. Maintains order, cleanliness, safety and security of the living unit where assigned.
    a. knowledge of institutional policy and procedures Re: custody, discipline, schedules of daily activities, etc.
    b. knowledge of procedures for cleaning unit

   c. ability to administer first aid

   d. ability to maintain discipline in unit

   e. knowledge of rules and procedures Re: safety, fire regulations, "horse-play", etc.

   f. ability to communicate and get along well with youth, show interest in them as individuals and demonstrate concern for their problems and needs

6. Reports necessity of clothing, supplies, and equipment for unit.

   a. ability to keep inventory of equipment and supplies

   b. knowledge of rate of consumption of critical items so that orders can be made prior to running-out

   c. knowledge of procedures and forms for ordering equipment and supplies

7. Prepares reports on group and individual development.

   a. same as task #1, plus

   b. knowledge of basic concepts of behavioral science, child and human development, personality, adjustment, treatment, therapy, counsels, etc., and ability to interpret individual and group behavior in such frameworks and terms

   c. knowledge of average rate of development, progress, adjustment, etc., based on past experience, advise of more experienced staff, theoretical considerations, etc.

   d. ability to weigh relevant and available information, make logical inferences from it, make critical decisions, evaluations, and recommendations Re: youth wards progress, problems, adjustment, development, expected future actions or reactions to given situations, etc.

Youth Counselor

Job Characteristics: An established civil service class. Under supervision in a Department of the Youth Authority institution or conservation camp to be responsible for the counseling, supervision, and custody of an assigned group or wards; to analyze, organize and record casework information incessary for treatment and parole planning; and to do other work as required.

Minimum Qualifications:

1. One year of experience in the California State Service in a program for rehabilitation of delinquent youths performing duties comparable to those of a group supervisor.
2. Equivalent to graduation from college (Full-time paid experience working with youths may be substituted for the required education on a year for year basis, but not to exceed two years.)

Promotional Opportunities: Unknown.

Tasks with Required Knowledge and Skills:

1. Trains, counsels and supervises wards in their daily living and activity programs.
    - a. Youth Authority and institutional goals, functions, structure, policy, procedures, resources needs and programs, etc.
    - b. knowledge of goals and procedures of institutional programs
    - c. ability to supervise wards, provide orientation and feedback on their performance and behavior
    - d. interviewing skills
    - e. counseling techniques
    - f. ability to work with both professional and client groups in leadership and participant roles
    - g. ability to keep neat, concise activity log and to organize and write and deliver case histories, reports and other presentations to individuals or groups
    - h. knowledge of institutional and client problems, needs, attitudes, values and behavior patterns
2. Develops and implements constructive programs for periods of time when wards are not in a school or vocational work program.

a. In addition to required knowledge & skills for task #1, he must have:

b. ability to organize youth activities

3. Provides a planned, scheduled case work program of individual counseling for a case load of approximately ten wards.

   a. In addition to required knowledge & skills for task #1, he must have:

   b. ability to organize and structure his own time effectively

   c. willingness and ability to make decisions, initiate actions and plan programs for clients or his case load

4. Assists in the diagnostic classifying of assigned wards and developing appropriate treatment strategies.

   a. knowledge and understanding of classification system for clients

   b. interviewing skills

   c. ability to weigh information and make critical decisions based on this information

   d. ability to organize and write proposals and reports

   e. knowledge of the scientific method and how it can be applied to the study of treatment and counseling situations

   f. knowledge of typical treatment strategies, their underlying assumptions, techniques of their application in specific types of situations with types of individuals and which strategies tend to be the most effective with which types of individuals

   g. knowledge of past significant research and demonstration in cultural change; delinquency, rehabilitation, treatment, individual and group therapy, and dynamics and related studios

   h. knowledge of the formal and informal power structure of the institution, including, the inmate population - their sub-cultural norms; how they tend to view various strategies and programs, its informal leaders etc.

   j. knowledge of the fundamental concepts and terminology used in the behavioral sciences necessary to understand available literature in the field and put it as well as direct experiences and observations in some sort of contextual framework.

5. Conducts small group counseling and activity programs with assigned intensive case load.

   a. same as tasks #1, #2 & #3, in addition,

   b. knowledge of the scientific method and ability to apply it in specific counseling situations

6. Participates in large group counseling sessions conducted during work shift.

   a. Youth Authority institutional goals, functions, structure, policy, procedures, resources, needs, problem areas, programs, etc.

   b. knowledge of the inmate culture: (values, attitudes, beliefs, behavior patterns, norms, etc.); how they view specific programs, issues, etc; major problem areas, grievances, etc.

   c. general knowledge of the cultural history of the institution (both staff and inmates); major crisis; problems; formal changes in policy; procedures and programs, causes, effects; relative success of past programs; apparent changes in inmate attitudes and behavior patterns, assumed causes, effects; degree of trust and rapport between staff and inmates; inmate leaders and potential leaders.

   d. listening skills

   e. knowledge of group dynamics

   f. ability to communicate effectively verbally

   g. basic concepts of psychology, sociology, human development, personality, etc and the ability to interpret individual and group behavior in such terms and framework

   h. group participant and expediting skills

7. Communicates and coordinates with other institutional staff about observations, impressions and work with assigned wards.

a. all items in tasks #1-4.

8. Prepares written progress evaluations, treatment summaries and other reports required by the institution and the Youth Authority Board.

   a. Youth Authority and institutional goals, functions, structure, policy, procedures, programs, resources, needs, problem areas, etc.

   b. knowledge of goals and procedures of institutional programs

   c. knowledge of inmate culture, its history; problems, needs, grievances, crisis, relative success of various programs, typical values, attitudes, beliefs, and behavior patterns

   d. climate of trust, understanding, cooperation and rapport between inmates and staff

   e. knowledge of basic concepts of sociology, psychology, human development, personality, rehabilitation culture change, etc.

   f. knowledge of typical response of certain kinds of individuals to specific treatment strategies

   g. ability to organize, write and deliver written and verbal proposals, reports and presentation to individuals and groups

   h. ability to interpret individual's behavior in some sort of developmental context based on interviews, observatons, written reports, basic behavioral science concepts, assumptions, experience, application of the scientific methods, and intuition

   i. ability to weigh information, make logical inferences. and make critical decisions and recommendations, Re: ward-his progress, problems and expected probability of success or parole and/or in a given situation

9. Implements part of treatment plans developed by the treatment team to which he is assigned.

   a. same as #1 or more of previous tasks assessed depending on specific treatment program planned

10. Presents diagnostic and treatment information about assigned cases at scheduled case staffings.

    a. ability to organize, write and deliver written and verbal presentations, proposals and reports to groups

    b. knowledge of goals and procedures of institutional programs

    c. knowledge of basic concepts and terminology of the behavioral sciences, human development, culture change, counseling, therapy, rehabilitation etc., and the ability to interpret individual behavior within these contextual frameworks and terms

    d. history of program development - how it is viewed by the inmate population, subjective appraisal of effect of programs on percentage of types of individuals, problem areas, climate between staff and inmates involved in program.

    e. ability to weigh available and relevant information and make logical inferences from it, make critical decisions and recommendations, Re: the ward, his progress and problems, appropriateness of the program, impact of program, the individuals stage of development, maturity, adjustment, etc., and probability of success or response in some given situation

11. May present assigned cases to the Youth Authority Board.

    None Given.

12. Assists in planning and carrying out progrms of recreation, intramural sports, and other activities.

    a. Youth Authority institutional goals, functions, structure, policy, procedures, programs, problems, resources, needs, etc.

    b. knowledge of various games, sports and activities, their structure, rules, etc.

    c. ability to organize youth group activities

    d. ability to supervise group activities - provide orientation or demonstration, evaluate individual and group performance, provide feedback, Re: performance and suggestions for improvement, self-defeating behavior, etc.

e. ability to keep accurate, legible activity log and organize, write and deliver proposals and reports to individuals and groups

13. Trains wards in cleanliness, personal hygiene grooming.

    a. institutions policy Re: cleanliness, hygiene, grooming

    b. interviewing skills

    c. group skills

    d. ability to organize, write and deliver written and verbal presentations to youth groups

    e. knowledge of procedures of cleanliness, personal hygiene & grooming

14. Participates in in-service training sessions

    a. listening skills

    b. group participant skills

    c. note-taking techniques

15. Orders materials and supplies necessary for the operation of the unit.

    a. knowledge of procedures for taking inventory and ordering supplies

    b. ability to read and understand inventory lists and orders

    c. knowledge of rate of consumption of critical supplies in order to make prior requests before running out

16. Maintains custody and necessary discipline; and prepares reports.

    a. Youth Authority and institutional goals, structure, functions, policy, procedures, programs, problems, needs, resources

    b. ability to communicate effectively verbally

    c. knowledge of institutional culture (staff and inmate)

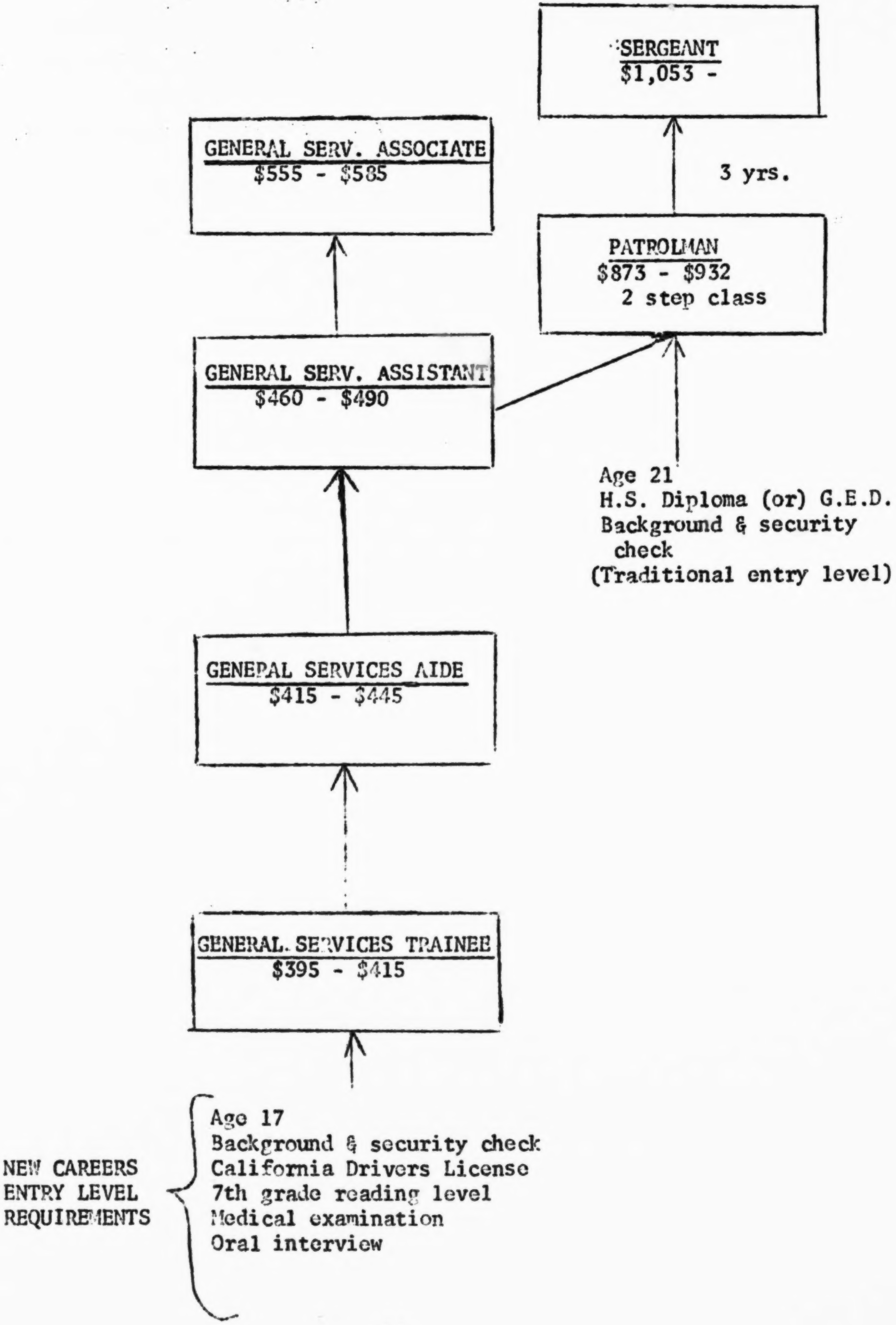
    d. ability to get along with people, show interest in them, as individuals and demonstrate concern for their problems and needs

e. confront individuals and groups with self-defeating behavior

f. ability to organize and write reports

OAKLAND POLICE DEPARTMENT

CAREER LADDER


SERGEANT
$1,053 -
3 yrs.
PATROLMAN
$873 - $932
2 step class
Age 21
H.S. Diploma (or) G.E.D.
Background & security check
(Traditional entry level)
GENERAL SERV. ASSOCIATE
$555 - $585
GENERAL SERV. ASSISTANT
$460 - $490
GENERAL SERVICES AIDE
$415 - $445
GENERAL SERVICES TRAINEE
$395 - $415
NEW CAREERS ENTRY LEVEL REQUIREMENTS
Age 17
Background & security check
California Drivers License
7th grade reading level
Medical examination
Oral interview

OAKLAND POLICE DEPARTMENT

Police Community Relations
General Services Trainee (Entry Level)

Tasks with Required Knowledge and Skills:

1. Receive complaints and grievances from citizens in person.
    a. communication skills
    b. interviewing skills
    c. office etiquette
2. Explain department policies and procedures.
    a. departmental policies and procedures
    b. communication skills
3. Assist complainant in filling out reports.
    a. departmental policies and procedures
    b. communication skills
4. Forward complaints to Internal Affairs Section.
    a. reading and writing
    b. mailing or routing procedures
5. Participate in community group discussions, public education programs, and community surveys.
    a. communication skills
    b. department policy & procedures
    c. group expediting and leadership
    d. interviewing skills
    e. note taking skills
    f. knowledge of community needs, problems, resources, groups, etc.

6. Make referrals to appropriate agencies.

    a. knowledge of the nature and referral process of local service agencies

    b. interviewing skills

    c. office and telephone etiquette

7. Follow-up via telephone to insure that needed help is received.

    a. telephone etiquette
    b. referral process of particular service agencies
    c. interviewing skills

8. Maintain simple daily activity record.

    a. reading & writing

9. Maintain bulletin board on local events, programs and employment opportunities.

    a. ability to read major and neighborhood newspapers, find leads, activities, etc.

    b. knowledge of local community group and contact persons

    c. knowledge of local training and employment programs, (federal, private, etc.)

10. Participate in program development and staff meetings.

    a. group participant skills (listening, building on others, ideas, not letting personal feelings interfere, etc.

    b. ability to organize and deliver written and verbal presentations to a group

    c. communication skills

Police Community Relations
General Services Aide

Tasks with Required Knowledge and Skills:

1. At meetings, interpret department policy and procedures.

    a. knowledge of department policy and procedures

  - b. communication skills
  - c. ability to organize and deliver written and verbal presentations or speak candidly to groups
  - d. knowledge of disadvantaged community needs, problems, life styles, behavior patterns, etc.

2. Interpret and feedback community reactions, developments, opportunities, for departmental involvement to department staff.
    - a. same as task #1
    - b. knowledge of grass roots, community programs, leaders, progress and problems
    - c. department policy and procedures

3. Visit homes of youth who have been in trouble with the police and interpret the problems and laws which involve the youth to them and/or their parents and inform them of department and community services that can help them alleviate or resolve such problems.
    - a. department policy and procedures
    - b. the penal code - specific sections where to find them
    - c. the intent of the law in relation to specific sections
    - d. interviewing skills
    - e. knowledge of local youth and community problems, needs, attitudes, behavior patterns, etc., and their causes
    - f. knowledge of the nature and referral process of Legal Aid, the Bar Association and other services available in the community

4. Establish and maintain liaison with youth and citizen groups in the assigned area, in order to: a) explain the role of the police in the community and in crime problems; b) discuss problems and possible remedical action to reduce or eliminate the problems or causes
    - a. see task #3 above

b. ability to work with groups in both participant and leadership roles

5. Participate in community group discussions, public education programs, and community surveys.

   a. department policy and procedures

   b. knowledge of the structure and functionss and nature of other components of the legal system, such as, the courts, probation, paroles, youth authorities, etc.

   c. interviewing skills

   d. group dynamics and leadership and supportive role skills

   e. ability to organize and deliver written and verbal presentations

   f. knowledge of youth and community needs, problems, resources, etc.

6. Review daily all area newspapers and retain articles pertaining to the department, court decisions, legislation affecting law enforcement, and other matters of police interest and distribute news releases to all area newspapers.

   a. department policy and procedures

   b. location of newspaper offices

   c. ability to read and write

7. Help develop employer awareness of the problems of persons who, by virtue of their records, are termed unemployable.

   a. knowledge of community needs, problems, resources, services, etc.

   b. interview skills

   c. awareness of the problems faced by Ex-offenders

Patrolman

This is professional law enforcement work in helping to protect the life and property of citizens. Under general supervision of a Superior Officer, a Patrolman patrols a specified area by prescribed vehicle or method in order to prevent crime or apprehend people violating the law. The work requires the independent application of judgment in applying the law to the situation at hand. A Patrolman may be assigned to any section of the department performing a wide variety of duties.

EXAMPLES OF WORK: (These examples are descriptive only and are not restrictive as to nature and type of assignment.)

A Patrolman

maintains order, enforces laws and ordinances, and protects life and property;

patrols a specified area as assigned by automobile, motorcycle, or on foot; apprehends persons who violate the law, making arrests when necessary;

assists in processing, caring for, and transporting prisoners;

directs traffic and enforces traffic ordinances; writes tickets; serves writs, warrants and subpoenas; gives information;

interviews witnesses and suspects; interrogates criminals; works in plain clothes in vice, juvenile, intelligence, or other specialized units; investigates conditions and gathers evidence;

acts as dispatcher, receiving calls by telephone and radio and dispatches equipment and men;

testifies in court; keeps records and makes reports; trains to increase personal departmental efficiency;

and performs related work as assigned.

KNOWLEDGES, SKILLS, AND ABILITIES:

Extensive general knowledge; ability to read and comprehend difficult written material; ability to be firm but tactful in stress situations; ability to react effectively in emergency situations; ability to make reports and spell correctly; ability to operate vehicles safely; ability to evaluate situations and people and to deal effectively with others.

EDUCATION AND EXPERIENCE REQUIREMENTS:

Graduation from high school or possession of a certificate of equivalence of high school graduation.

SERGEANT OF POLICE

This is supervisory professional law enforcement work, either in directing the activities of Patrolmen or in investigating crimes and other serious violations of the law. Under general direction, a sergeant is responsible for a district, unit, or a division, or for carrying all phases of a criminal investigation. The work may be frequently reviewed by a superior officer who is available for advice on difficult problems.

EXAMPLES OF WORK: (These examples are descriptive only and are not restrictive as to nature and type of assignment.)

A Sergeant of Police

supervises Patrolmen and civilian workers assigned; assures that the work of a unit is being done effectively and efficiently; evaluates and rates performance of subordinates;

maintains order, enforces laws and ordinances, and protects life and property;

investigates criminal offenses; collects material evidence; questions and takes statements from witnesses, and identifies and arrests persons perpetrating crimes; interrogates suspects;

prepares case reports, submits findings at court trials; cooperates with law enforcing agencies in the apprehension of criminals;

checks places known or suspected to be criminal hangouts; procures and serves extradition papers and warrants; cooperates with other government agencies; keeps records and makes reports;

takes charge of a major unit, utilizing accepted management techniques in achieving a well run section; provides information and staff reports to command officers;

and performs related work, as assigned.

KNOWLEDGES, SKILLS, AND ABILITIES:

Thorough knowledge of laws relating to the apprehension, arrest ahd prosecution of persons committing misdemeanors and felonies; thorough knowledge of the City ordinances applicable to investigational work; thorough knowledge of the rules, regulations, procedures of the department; thorough knowledge of the techniques of supervision and effective leadership; considerable knowledge of investigational facilities, including scientific aids and sources of information; considerable knowledge of problems and practices in control of juvenile delinquencies; considerable knowledge of the Oakland Police Department's record-keeping system, kinds of crime data available to police agencies, and other sources of police information; some knowledge of the principles of human behavior, especially as related to pathological conditions; skill in interrogation and interviewing; skill in analyzing and interpreting police statistics and applying the results to the solution of problems; ability to effectively conduct a criminal investigation and to direct others in collecting material evidence; ability to effectively direct others.

EDUCATION AND EXPERIENCE REQUIREMENTS:

Three years of service in the rank of Patrolman in the Oakland Police Department.

ADMINISTRATION OF JUSTICE GRANT NO. 0-8-080715-4645 (085)
J. DOUGLAS GRANT, PRINCIPAL INVESTIGATOR

TRENDS IN THE ADMINISTRATION OF JUSTICE FIELD HAVING INPLICATIONS FOR MANPOWER DEVELOPMENT

The Reports of the President's Commission on Crime & Delinquency - The Joint Commission on Correctional Manpower & Training & the Office of of Delinquency & Youth Development have been reviewed for developments within the Administration of Justice field, which will have inplications for the training of manpower over the next decade. This information has been combined with the leads obtained from group discussions with clients, new careerists, and agency staff in the Los Angeles, and Alameda County Probation as well as in the California Youth Authority and Department of Corrections.

The trends emphasize programming in a community which is undergoing structural changes which are demanding the participation of the poor, including offenders, in both the financial and social status operations of our society. This is expressed through new social agencies, such as the local CAP organizations, modifications in existing agencies and changes in the law as reflected in civil rights and civil liberties legislation and court decisions.

1) Getting With a Changing World of Work

Although the Vietnam War has clouded the picture, there are continuing trends, largely reflected by the impact of automation in our economy, for white collar are replacing blue collar jobs. It is recognized by all planners and politicians that the culture is getting further and further behind in its necessary commitments to the service fields, to health, education, housing, welfare, and recreation. These will be more the areas of jobs for the future.

The knowledge and skills necessary are as follows:

a) Knowledge of social change in general and its manpower implications in particular;

b) Awareness of the participation model in service delivery;

c) Knowledge of social agencies and the forces demanding change within them as well as the nature of the changes, this of course, includes the administration of justice agencies.

2) Out Group Participation Through Their Own Organizations

a) Knowledge of forces in our culture bringing about the efforts of minority group organization

b) Knowledge of social change and political strategies, the work of the Lippitt dynamics, of plan change, the work of Riker on Political Coalitions

c) Alinski's Strategy for Change through Disruption

d) The growth of the self-help movement

e) The student movements

f) Management by participation

3) The Offender as a Correctional Manpower Resource

One can only anticipate a growing recognition of Don Cressy's 1955 statement that "the best way to rehabilitate offender A is to have him trying to rehabilitate offender B. This obviously a more general principal and the power of having clients involved in their own rehabilitative systems is only beginning to be appreciated. This extends all the way to a role in direct services as Cressy was discussing to the role of clients in correctional research, in legal assistance, in in-service training, in administrative analysis functions and administration itself. All of these have had some expression thus far in terms of actual programs, all of which are converging into a much more powerful force than as yet has been conceptualized. This has been best expressed to date in the publication of Joint Commission on Correctional Manpower and Training, that publication was entitled "The Offenders as a Correctional Manpower Resource." Skills and Knowledge:

a) Knowledge of the practice and findings resulting from subject-research techniques such as those of Toch and the Grants

b) Awareness of the Joint Commission on Correctional Manpower and Training's publication on the "Offender as a Correctional Manpower Resource."

c) The theoretical background of Cressy's Use of Offenders in Rehabilitation" and the more general self-help participation movements

d) "The Contagion Paper" of the Grants

e) Awareness of La Mar Empey's "Education Model for Corrections where the Offender as a Student" is given the opportunity to develop within the system to Senior Staff positions as a major career preparation.

4) The Emerging of Parallel Systems

Dissatisfaction with existing social institutions and the continued demonstrated impossibility of bringing about effective change at a rapid enough rate to keep ase with the demands placed among the culture have lead to serious consideration of alternatives. One hears statements such as "You don't build an air system by modifying a rail system." One can look for more contracting movement with local groups for service functions very much including the probation and parole functions. There is some precedent for this at present in county probation departments contracting with Synanon, and cooperations with Seven Steps, SATE, EMPLAO and the Friends Organizatinn. These efforts are parallel structures for services coupled with local community control will greatly expand the alternatives available for dealing with clients of the administration of justice system, but will also greatly increase the demand concerning knowledge of existing service systems and coping skills for dealing with these multiiplicity of structures. The knowledge and skills needed:

a) Knowledge of the theory of parallel structures for systematic change

b) The federal and local contracting mechanisms for parallel structures

c) The self-help movement

d) The forces operating for local community control

e) Current readings on strategies to deal with jurisdictional disputes, tracing back to the labor movement

5) Civil Liberties and Civil Rights Issues

The history of and changing nature of our legal system in relation to the civil rights and civil liberties of individuals and groups will be much more prominent in working with offenders. Besides knowledge of these legal changes in general and their implications for the offender, particular attention should be paid to the changing laws in relation to the administration of justice itself. There is every indication that not only will there be changes in the rest and judicial decisions, but that the actual correctional and probation and parole services will come under continuing legal scrutiny. Required knowledge and skills:

a) The history of civil liberties and civil rights developments in the United States

b) Knowledge of the operation of the American Civil Liberties Union

c) Knowledge of the operation of legal assistance for the poor and the growing use of New Careers efforts within the legal profession

d) Intimate know dge of the VERA Institute in New York as an organization and its bail bond and representative programs

6) Youth Organizations and Movements

It seems obvious that inside and outside of the formal education system there is going to be an increase in youth participation through its own organizations. HEW, has recently created an Office of Youth Affairs, OEO and OJD along with the Ford Foundations has supported many youth organizations, with Youth Civic Center, Columbus, Ohio, and the Washington D.C. Organization, being two of the best known. There is also the example of the Mission Rebels in San Francisco which not only exists as a formal entity but has a contract with the school system in providing counseling services to students. Skills and Knowledge Available:

a) The "Helping Youth" paper of Charles Grosser under OJD sponsorship

b) Knowledge of the national OEO Contract to the youth movement through the University Research Corporation to provide leadership training in organization support to the youth effort

c) Detailed knowledge of youth for service organizations, such as that existing under Orville Lesters direction in San Francisco.

d) Knowledge and hopefully actual experience with the leadership and click phenomena among youth organizations

e) Knowledge of the materials contained in the report, Youth, Arts and Social Change, developed by the Grants under OJD sponsorship

f) Knowledge of the programs providing experience for youth within social agencies such as the White House Fellows and their equivalents within state agencies

g) Skill and the ability to listen and to work with youth groups not as a therapist but as technical resource for them in developing their ability to do "their own thing."

7) The Political Role of Offenders

Moves are being made to allow the offender the voting franchise. It is hardly likely that if this ever reached an actual Supreme Court decision, it would be declared unconstitutional to deny offenders their right to vote. In addition there are a growing number of offender organizations such as the Fortune Society enamating out of New York, which are becoming very active political lobbiests for reform within the adminstration of justice field. The recent congressional hearings regarding correction practices is an example of the form these hearings played by these groups where they are getting television and radio space which is beginning to approach significant magnitudes. Required Knowledge and Skills:

a) Detailed awareness of political strategies and the use being made and which can be made of these strategies by offenders

b) The skill to work with groups of clients who have some political resources of their own which they bring into the negotiating and program operating arena

c) Knowledge of law and society issues; historically, currently, and for the future

8) Awareness of Changes within Education

The forces for making education a social force for screening people into opportunities within our soiety rather than largely an process for screening people out of opportunities is bound to have change implications which will directly effect administration of justice field. This requires much more working with offenders on their opportunities within the education system. It would also require detailed knowledge of the struggles going on within education and ways to cope with the involvements of students and student movements in the administration of justice. Required knowledge and skills:

a) The contract approach to education accrediting

b) Learning through teaching and the tutoring programs

c) Student service programs

d) Students as a political force

e) Experimental colleges

f) New Careers approach to education

g) Student participation in policy-making of education systems

h) The expansion of student government roles

i) Non-grading systems

9) The Role of Staff as Technical Assistants

With the increase of the client participation model, in agency service in general, we can look for the administration of justice having the need for new professional skills in playing the part of the enabler and the listener to client groups which largely develop and run their own programs. This ability to provide systematic knowledge and skills, which enable others to plan and develop programs as opposed to the skill of supervising people running well-established programs is very demanding and begins to put actual meaning into the concept of a professional role. The professional role becomes systematized of knowledge and the technical assistance in terms of providing systematic knowledge to enable the client participants to develop and run their own programs. Required knowledge and skills:

a) The ability for professionals to practice as a continuing student to be constantly seeking out new knowledge and organizing it in a way to make it more meaningful to the culture and in a form that makes it available for the cultures use

b) The skill to become a listener and enabler rather than a lecturer

c) The appreciation of and the ability to get with the building of the science of social change

10) Extending the Role of Deviancy in our Cultures Development

There is a growing awareness as stated expressively in Lesley Wilkins book on "Social Deviancy" of the positive aspects of deviancy in a culture's development. That a culture must be capable of change and tl[illegible] one change through innovation and that all innovation by definition is deviancy. That whereas we must have forces to help keep a monitoring lid upon ourselves as we change we must also have tremendous respect and support for deviancy which allows us to grow and allows us to develop. Certainly the use of drugs in our culture is such an example where they are expressing a basic change in coming about among us. The role of student protest is another obviously healthy and necessary expression, there are many others and we need many more. Required skills and knowledge:

a) The reading of Leslie Wilkins Book on "Social Deviancy"

b) The reading of Youth, Arts and Social Change by Joan Grant

c) Experience with deviancy expression and the forms of theatre work, theatre workshops, drug use, experimental colleges, hippie activities as ways to give one actual experience with and understanding of and appreciation for deviancy

d) "Staff and Client Participation: A New Approach to Correctional Research," Joan and Douglas Grant

11) Fostering Client Participation in Program Developing and In-Service Training Through Systematic Self-Study

It is essential that the administration of justice field like any other social agency develop a strategy for continual change and development. It is also apparent by now that agencies are going to have to do more to enhance the participation not only of the administrative staff but also of the clients in such continual development and change. The self-study model is one of the most effective mediums for such a merger of client, staff and program development. Required knowledge and skills:

a) Hans Toch book, Violent Men

B) Grant's chapter on the "Psychologist as an Agent for Social Change"

c) Toch's NIMH proposal for the use of the self-study model with the police department

d) Experience in actual self-study efforts in the parole and probation fields

12) Awareness of the New Careerist Strategy and Movement

HEW has just created a new careerist office, the Department of Labor is administering the $90,000,000 annual program for the development of a new career strategy. The national Civil Service League has a quarter of a million dollars contract to work without new career innovations within the civil service structure. The states of California, Washington and Pennsylvania have state offices working on the development of the new career strategy. Los Angeles County has a large section within its personnel office devoted to implementing a commitment made by the Board of Supervisors to build new careers in its entire personnal service. Although New Careers is certainly not the final word in program innovation, and client participation, it is a significant movement which will be playing a role in agency staffing and program operations for many years to come. Required knowledge and skills as contained in :

a) *New Careers for the Poor* by Pearl and Reissman

b) Up from Poverty by Reissman

c). The New Careers Monograph developed by OJD by D. Grant

d) Reports of the RODEO project in Los Angeles

e) Experience with the new careerist program within the agencies for which one works

f) Attendance if not actual membership in New Careers associations operating within the city where one is under training

g) "Contagion paper", Joan and Douglas Grant

h) *Non-Metropolitan Delinquency* by Kenneth Polk

EDUCATION AND TRAINING RESOURCES

Curriculum for the education system being developed by this project will consist of available content and techniques for obtaining learning through doing. Administration of Justice content is being provided through cross referencing, by knowledge and skill categories, the publication of the Presidents Commission on Crime and Delinquency, the Office of Juvenile Delinquency, and the Joint Commission on Correctional Manpower and Training.

ADMINISTRATION OF JUSTICE GRANT NO. 0-8-080715-4645 *085)
J. DOUGLAS GRANT, PRINCIPAL INVESTIGATOR

Six available techniques are being developed for obtaining learning through doing.

Analysis of recorded experiences: The project director is working with one NIMH sponsored study to train police officers for non-violence inter-personal conduct. A key component of this project is tape recording actual incidents of police-citizen interaction. These recordings are then analyzed by the officer participants and the social psychologist staff. Voice-on-voice recordings are made by the officer(s). The second voice presents the analysis developed by the staff and officers.

These training and education recordings are seen as first steps in an education process which leads to the trainee recording has own incidents. These self-study incidents are then analyzed by the participant (s), seers and professional staff, in that order.

The police incidents will be available as education resources for this project. In addition the examples and development know-how will be used to create comparable training recordings and self-study procedures of incidents such as parole agent-parolee relationships, lawyer-client interactions and supervisor-trainee confrontationss The method will lend itself to any definable set of incidents in interpersonal relations.

Besides mastery of alternatives for handling the incidents, the method allows realistic pegs for the introduction of systematic social science, legal, and historic knowledge.

Exchange of taped discussions: The University of Colorado's sociology and psychology departments have been expanding the use of exchanged group discussion in attitude change. Arrangements are made for a group of teachers, probation officers, or police to hear a taped discussion by a group of youth probationers. The discussions concern their perceptions of the target groups (teachers, probation officer, or police). After listening to the recorded discussion, the target group tape records its discussion. This is then played to the probationers. A sequence can thus be established over a series of such exchanges. Obviously the technique is available as a source of information exchange as well as attitude change.

Self-study of Education and Agency Systems: One way to learn is to participate in the study of the operation about which one wants to learn, such learning through research has been explored directly in the fields of education and paroles. This project had three students developing resources for such student participation. This will be further developed by student-faculty self-study seminars in Phase II.

Direct Community Experience: Police, clergy, teachers, and counselors have learned through intensive personal living experience in ghetto communities. Such direct experience techniques are being planned as education resources for teams of agency staff and students.

Multimedia Presentations: A multimedia show composed of two films, slides, lights, and taro simultaneous tape recordings has been developed this summer as orientating resource material for the student-faculty seminars. Further shows of this type will be developed in phase II. This kind of presentation is seen in a dramatic way to communicate conflicting attitudes and frames of references.

Work Experience seminars: Outlines and check lists are being prepared as aids in using discussions of work experience as pegs for introducing formal knowledge.

CONCLUSIONS AND RECOMMENDATIONS

It is apparent that even in agencies which are reasonably committed to New Careers much development is necessary. In Phase II project staff will continue working with agency program modification and career ladder construction. It will bring the agencies and education institutions together creating the vitally needed linkage of higher education with work experience.

Under Phase I, it has been possible to have three summer students preparing resource material for student-faculty program development seminars in each of the said participating schools. The resource material consists of sample student-institution contacts for a high school diploma, upper division college status, and the bachelor of arts degree. Additional resource reports confirm the administration of justice as a changing system, new careers, the goals of this project, the need for change in our system of education, and the role of evaluation in program development.

Further, arrangements have been made for orientation retreats, one in the Los ANgeles area and one in the bay area, to initiate the student-faculty program development resources. A multimedia presentation has been prepared for these orientations.

New contacts have been made with each of the participating schools and assurance has been received for coöperation with the development seminars and the demonstration programs to be run in Phase II.

Phase I has prepared a solid base for Phases II and III of this project to develop new education systems based upon new careers work experience in the administration of justice.